

# Knowledge Organiser

YEAR

7



Is your cup half  
empty or half full?

*B I L L I E  
E I L I S H*



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?

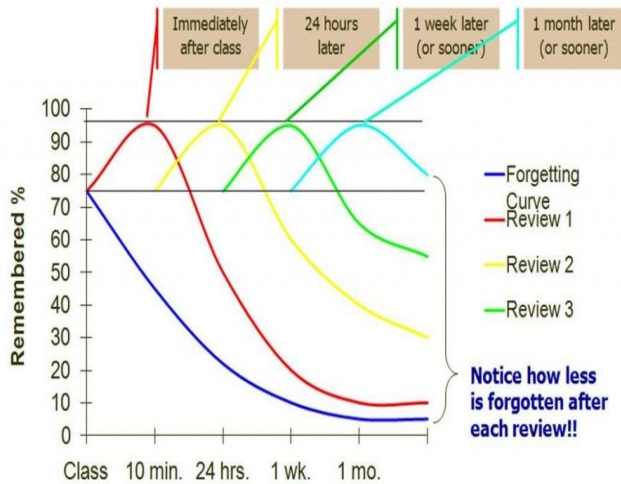
### **How will my teachers use them?**

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](#)

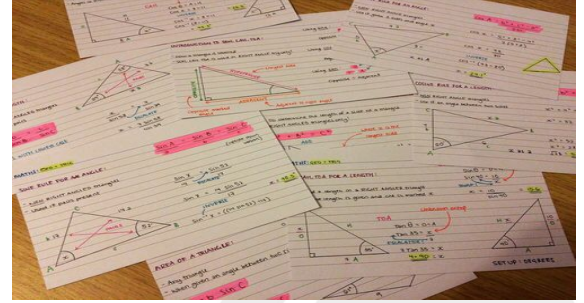
# How we learn at Redmoor

## 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](#)

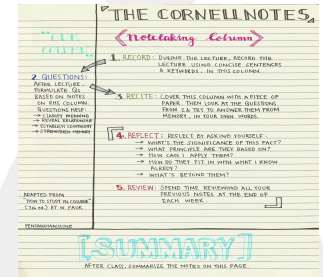
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## 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



# 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.

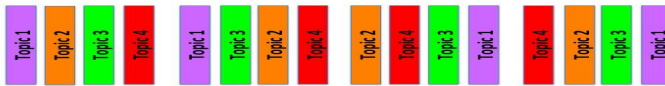
Eg. topic 1 cells, topic 2 digestive system

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.

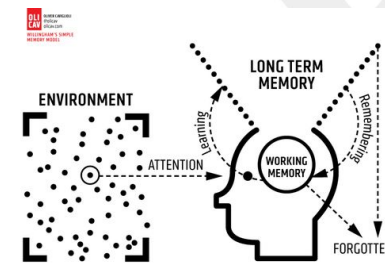
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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/>



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## 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: Novel - *The Ruby in the Smoke*

**BIG QUESTION: How does the author present the protagonist, Sally Lockhart and the antagonist, Mrs Holland?**

<b>Unstereotypical</b>	<i>'Her upbringing had given her an independence of mind that made her more like a girl of today than one of her own time.'</i>	Sally does not conform to ideas of a stereotypical Victorian girl: brought up to be resourceful, independent and good with figures/math..
<b>Apronym</b>	<i>Lockhart</i>	Sally's surname is an apronym (when the name reflects meaning about the character) that reflects aspects of her personality - she locks her heart away and finds it difficult to show affection.
<b>Antagonist/villain</b>	<i>"She was a wizened old woman, with sunken cheeks, pinched lips and glittering eyes.'</i>	Mrs Holland is the main antagonist/villain of the novel, once beautiful now a bitter & cruel criminal mastermind. Keeps Bedwell hooked on opium & treats Adelaide cruelly; intends to kill Sally.

## Characters:

<b>Sally</b>	The sixteen year old protagonist of the story who is trying to solve the mystery of her father's death and the ruby.
<b>Mrs Holland</b>	Mrs Holland is described as a 'spider' & like a witch, she seems to strike fear into the hearts of everyone who meets her.
<b>Frederick</b>	A young, cheerful, bohemian photographer who befriends Sally.
<b>Jim</b>	A young clerk at Sally's father's office, he is working class and resourceful.
<b>Rosa</b>	Frederick's sister: a bohemian actress with a big heart
<b>Adelaide</b>	A child employed by Mrs Holland. Very frightened and bullied.
<b>Major Marchbanks</b>	A friend of Sally's father who mysteriously dies after Sally visits him.
<b>Matthew Bedwell</b>	An opium addict and sailor who knew Sally's father and is imprisoned by Mrs Holland.
<b>Nicholas Bedwell</b>	Matthew's twin brother, a vicar who helps to rescue Matthew.
<b>Mr Selby</b>	Works at the same office as Sally's father but is a crook.
<b>Mr Berry</b>	A thug who assists Mrs Holland. Sidekick.

**BIG QUESTION: How does Philip Pullman use the conventions of mystery narratives to create an engaging narrative?**

<b>Mystery Genre</b>	7 main elements: a mysterious death; several possible culprits; a detective who investigates the case; detective collects evidence; detective interviews possible culprits; detective solves the case; culprit is brought to justice or is dealt with justly.
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**BIG QUESTION: What can we learn about Victorian England from studying 'The Ruby in the Smoke'?**

<b>Women</b>	Seen as the 'property' of their fathers and their husbands. No rights to vote, property, personal income or to sue in court. Their role was considered domestic and ornamental.
<b>Class</b>	There was a strict class system in place: upper class, middle class & working class. The rich considered the working class a criminal underclass living in slums. Little help or sympathy.
<b>Industrial Revolution</b>	<b>1760-1840</b> Britain moved from agricultural to industrial society. Massive social change.
<b>Imperialism</b>	The East India Trading Company was a trade company which established British Imperialism around the World. Huge influence & power - own army in India twice the size of the British army - associated with a time of past glory when 'Britain Ruled the World'. Particularly powerful during Victorian period.

## VOCABULARY BOOST

Word	Definition
<b>Patriarchal</b>	A system of society or government controlled by men.
<b>Villainous</b>	Guilty or wicked criminal behaviour.
<b>Conventional</b>	What is generally done or believed.
<b>Exploitation</b>	Treating someone unfairly to benefit from their work.
<b>Stereotypical</b>	A commonly accepted but fixed & overly simplified image or idea of a certain person or thing.
<b>Bohemian</b>	A socially unconventional person

# Redmoor English Department: Narrative Writing - The Mystery Genre



BIG QUESTION: What do we expect from a mystery narrative?	
<b>Narrative</b>	Another name for a story.
<b>Genre</b>	A category or type of story, like mystery or fantasy.
<b>Plot</b>	The main events in a story.
<b>Setting</b>	The location and time when a story takes place.
<b>Character</b>	A character is a person, animal or being within a story.
<b>Crime</b>	Typically begins with a puzzling <b>crime</b> or murder.
<b>Investigation</b>	the mystery revolves around an <b>investigation</b> into uncovering the <b>culprit</b> or criminal.
<b>Clues</b>	The author may hide clues and motives, revealing information as the story progresses.
<b>Red herrings</b>	<b>Red herrings</b> are false clues that lead the reader and the detective away from the true culprit.
<b>Victim</b>	The person who is harmed, injured or killed as a result of a crime.
<b>Suspects</b>	There are always a set of <b>suspects</b> who come under suspicion before the crime is <b>resolved</b> at the end.

BIG QUESTION: How can sentences be manipulated to create effects?	
<b>Simple</b>	Has just one clause with a subject and a verb, for example: <i>He walked quickly back to the house.</i>
<b>Compound</b>	Joins two simple sentences together. <i>It was cold but we still went to town.</i>
<b>Complex</b>	Communicates more than one idea but they are not equal. One part is a <b>main clause</b> and can stand alone. The other part, the <b>subordinate clause</b> , needs something else to support it. <i>You can't persuade me to go to town, no matter how hard you try.</i>
<b>Embedded clause</b>	The subordinate clause goes into the middle of the sentence. <i>Sam, even though it was getting dark, wanted to go for a walk.</i>
<b>Fronted adverbial</b>	The adverbial words or phrase is moved to the front of the sentence. Adverbials give more information to the sentence. <i>Earlier today, I ate three pizzas.</i>

BIG QUESTION: How are words powerful?	
<b>Adjective</b>	Adjectives are describing words. In the phrase 'the red balloon', the word 'red' is an adjective.
<b>Adverb</b>	An adverb is simply a word that describes a verb. <i>He ate his breakfast quickly.</i>
<b>Noun</b>	A thing, such as an object, person or place. <b>Table, Wednesday</b> and <b>love</b> are nouns.
<b>Pronoun</b>	A pronoun takes the place of a noun in a sentence. Examples are <b>him, her</b> and <b>they</b> .
<b>Verb</b>	Describes an action (doing something), a state of being (feeling something) or an occurrence (something that's happening) E.g. <i>The rabbit was jumping in the field</i> , or: <i>the monster likes pizza</i> .
<b>Simile</b>	Compares two things using the words 'like' or 'as'. <i>The snake moved like a ripple on a pond.</i>
<b>Metaphor</b>	A word or phrase describing something as if it were something else. For example, <i>A wave of terror washed over him</i> . The terror isn't a wave, but a wave!
<b>Personification</b>	Gives an inanimate object human feelings or actions. <i>The thirsty flowers begged for water.</i>
<b>Pathetic fallacy</b>	Giving nature human features. It is a type of personification.

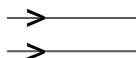
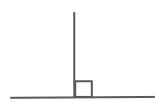

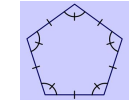
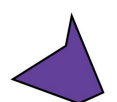
BIG QUESTION: Why does structure matter?	
<b>Structure</b>	The order in which the events in a story occur.
<b>Opening hook</b>	An opening to a narrative designed to engage the reader.
<b>Mood shift</b>	A change in the mood of the narrative to create effect.
<b>Flashback</b>	<b>Flashback</b> shifts the story to move the reader / audience to a scene in the past.
<b>Cliffhanger</b>	When a story or plotline ends suddenly or a large plot twist occurs and is left unresolved.

## VOCABULARY BOOST!

Key Word	Etymology	Definition
<b>Narrative</b>	From the Latin word <i>narrare</i> , meaning to tell.	A story or account of a series of events.
<b>Mystery</b>	From Greek <i>mysterion</i> , meaning secret.	Anything that is kept secret or remains unknown.
<b>Convention</b>	From French <i>convencion</i> , meaning agreement.	A formal agreement / A formal meeting
<b>Protagonist</b>	From the Greek <i>protagonistes</i> , the main actor in a play.	The main character.
<b>Antagonist</b>	From the Latin <i>antagonistes</i> , competitor or rival.	A villain who ends up in conflict with the protagonist. 8

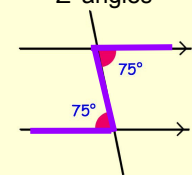


# Y7 Spring Term - Angles

Keyword	Definition
Polygon	A Polygon is a closed 2D shape made of straight lines. poly = many gon = angles/ sides Polygon = many angles/sides.
Quadrilateral	a 2d shape with 4 sides and 4 angles Interior angles add up to $360^\circ$ .
Parallel Lines	2 lines same distance apart and never meet. 
Perpendicular Lines	2 lines that meet at a right angle. 
Transversal Lines	A <b>Transversal</b> is a <b>line</b> that crosses at least two other <b>lines</b> 
Angle	A measure of turn. You can measure the turn in degrees. $^\circ$ is the symbol for degrees.
Regular Polygon	A polygon where all of the sides are equal and all of the angles are the same. 
Irregular Polygon	A polygon that has sides and angles that may be different from each other. 

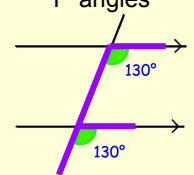
## Angles in Parallel Lines

**Alternate Angles**  
'Z' angles



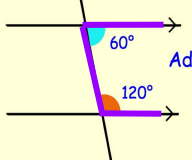
are equal

**Corresponding Angles**  
'F' angles



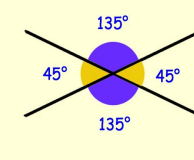
are equal

**Co-interior Angles**  
'C' angles



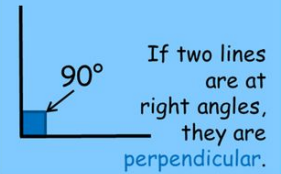
add up to  $180^\circ$

**Vertically Opposite Angles**  
'X' angles



are equal

## Right angle



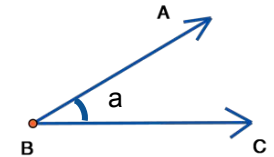
## Straight line



## Full circle

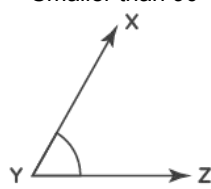


You can describe this angle as angle ABC, or angle a



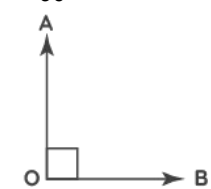
## Types of Angles

Smaller than  $90^\circ$



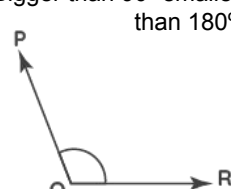
**Acute Angle**

$90^\circ$




**Right Angle**

Bigger than  $90^\circ$  smaller than  $180^\circ$



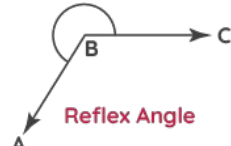
**Obtuse Angle**

$180^\circ$



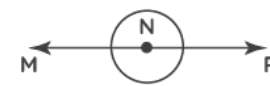
**Straight Angle**

Larger than  $180^\circ$



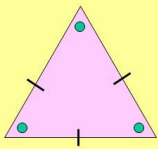
**Reflex Angle**

$360^\circ$



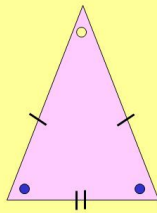
**Full Rotation Angle**

### Types of Triangles



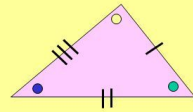
Equilateral Triangle

3 equal sides  
3 equal angles.



Isosceles triangle

2 equal sides  
2 equal angles (base)



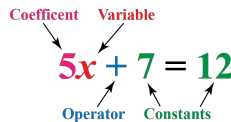
Scalene triangle

3 unequal sides  
3 unequal angles

### Coefficient:

number in front of a letter

**Constant:** a number on its own



## Grammar of Algebra

**1x = x**  
No need to write the 1!

Keyword	Definition
Algebra	the mathematics of unknown numbers. It uses letters in place of an unknown number. Each different letter used means it is representing a different value /number..
Variable	A letter to represent a number you don't yet know
Formula	A fact or rule that uses mathematical symbols / letters. volume = length x width x height $v = l \times w \times h$
Substitution	Replace a value into an expression (or formula) to find its value

### Triangles based on Angles

Acute



Each angles is  $<90^\circ$

Right



One angles is  $90^\circ$

Obtuse

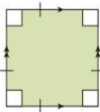


One angle is  $>90^\circ$



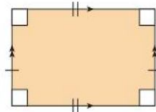
### Quadrilaterals

Square



4 right angles  
4 equal sides  
2 pairs parallel sides

Rectangle



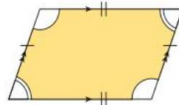
4 right angles  
2 pairs equal sides  
2 pairs parallel sides

Rhombus



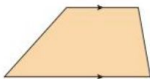
2 pairs equal angles  
4 equal sides  
2 pairs parallel sides

Parallelogram



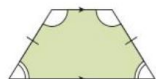
2 pairs equal angles  
2 pairs equal sides  
2 pairs parallel sides

Trapezium



1 pair parallel sides

Isosceles trapezium



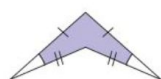
2 pairs equal angles  
1 pair equal sides  
1 pair parallel sides

Kite



1 pair equal angles  
2 pairs equal sides  
No parallel sides

Arrowhead



1 pair equal angles  
2 pairs equal sides  
No parallel sides

### expression

$$5x - 8 = 17$$

terms

An **expression** is part of a sum without the = sign  
**terms** are each part of the sum

**Equation** has an = sign (can be solved)

### Collecting Like Terms

$$4a + 5 + 2a - 3 = 6a + 2$$

Collect all the terms with the same letters into one group & all numbers into another group & simplify

### Rules of Algebra

Don't write a x sign for multiplying - just leave it out  
- you don't want to confuse it with  $x$

Combined letters should be written alphabetically

Don't use a  $\div$  sign, use a fraction dividing line

Always write numbers before letters

$5a$  not  $5 \times a$

$ab$  not  $ba$

not  $x \div 2$  but  $\frac{x}{2}$

$2xy$  not  $yx2$

### NOTE:

$$a+a = 2a$$

$$a+a+a+b = 3a+b$$

$$a \times a = a^2$$

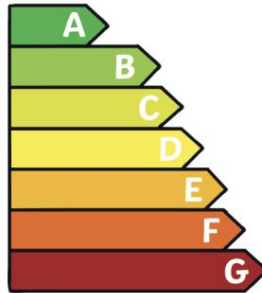
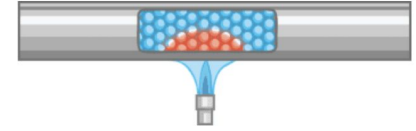
$$a^3b = a \times a \times a \times b$$

## BIG QUESTIONS:

1. How is energy stored and transferred?
2. Are all energy transfers useful?
3. How can we compare different energy resources and why is this important?

## Redmoor Science Department

### Physics - Energy



### 1. How is energy stored and transferred?

Energy	The ability to do work.
System	An object or group of objects.
Transferred	When something has been moved from one place to another.
Work done	Energy transferred.
Energy store	Different ways in which energy can be stored, including: chemical, thermal, gravitational potential, elastic potential, kinetic.
Conservation of energy	Energy cannot be created or destroyed. Energy can be transferred between energy stores or dissipated.
Dissipation	Process of energy being transferred, or lost, to the surroundings.
Energy transfer	The different ways in which energy can be transferred between stores, including: by force (mechanically), by heating, by radiation (waves) and by electrical current.

### 2. Are all energy transfers useful?

Thermal conductivity	A measure of how well a material conducts energy when it is heated.
Conductor	A material that allows thermal energy and charge to transfer through it easily. Has a high thermal conductivity.
Insulator	A material that does not allow thermal energy or charge to transfer through it easily. Has a low thermal conductivity.
Conduction	The transfer of heat through a material by transferring kinetic energy from one particle to another.
Convection	The transfer of heat energy through a moving liquid or gas.
Infrared radiation	Electromagnetic radiation emitted from an object.
Emitted	Process of sending out energy.
Reflected	When waves bounce off of a surface.

$$\text{Power} = \frac{\text{Energy or work done}}{\text{Time}}$$

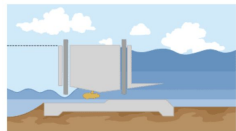
$$\text{Efficiency} = \frac{\text{Useful energy/power output}}{\text{Total energy/power input}}$$

Power is measured in Watts (W)  
Energy measured in Joules (J)

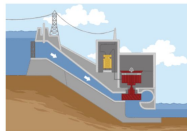
60 minutes = 1 hour  
60 seconds = 1 minute

### 3. How can we compare different energy resources and why is this important?

Energy resource	Useful supply or store of energy.
Finite	Something that has a limited number of uses before it is depleted.
Renewable	A resource that is replenished at the same rate it is used.
Non-renewable	A resource that is used up faster than it is replenished.
Fossil fuel	Natural resource formed from the fossilised remains of dead animals and plants. Examples include: oil, coal and natural gas.



Wave and Tidal



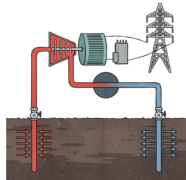
Hydroelectric



Solar



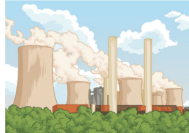
Wind



Geothermal



Biomass



Nuclear



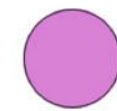
Fossil fuels

## BIG QUESTIONS:

1. What are atoms and elements?
2. What are the patterns in the properties of elements?
3. How can we use the Periodic table to predict element properties?
4. Describe the reactions of different elements.

## Redmoor Science Department

### Chemistry – The Periodic table



Dalton  
"Billiard Ball" Model



Thomson  
"Plum Pudding" Model



Rutherford Model



Bohr Model

### 1. What are atoms and elements?

Metal	Shiny element that is a good conductor of electricity and heat and which forms basic oxides.
Non-Metal	Element that is a poor conductor of electricity and heat and forms acidic oxides.
Atom	Smallest part of an element
Element	Substance made of one type of atom
Compound	Substance made of more than one type of atom chemically bonded together.
Proton	Positively charged particle found in nucleus of atom
Neutron	Neutrally charged particle found in nucleus of atom
Electron	Negatively charged particle found on shells surrounding the nucleus of atom.

### 2. What are the patterns in the properties of elements?

Reactive	When a substance chemically bonds with another easily.
Unreactive	A substance that will not chemically react with another easily.
Trend	Pattern of reactivity of elements.
Chemical properties	Properties that are observed during a chemical reaction.
Physical properties	A property of a material that you can observe or measure.

### 3. How can we use the Periodic table to predict element properties?

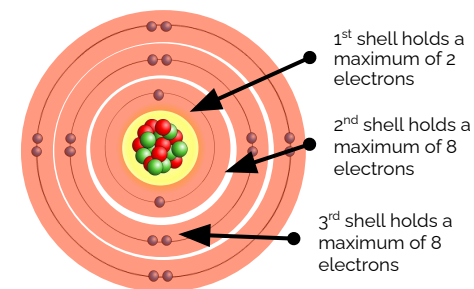
Period	A horizontal row in the periodic table.
Group	A vertical column in the periodic table containing elements with similar chemical properties.
Melting point	Temperature at which a substance melts.
Mass number	Sum of the protons and neutrons in the nucleus of an atom.
Reactivity	How readily a substance reacts with another substance.
Atomic number	The number of protons in the nucleus of an atom. Also called proton number.
Electron shell	Energy level around the nucleus of an atom, containing electrons.

### 4. Describe the reactions of different elements?

Alkali metals	Group 1 elements that are very reactive.
Halogens	Group 7 elements that are reactive and toxic.
Noble gases	Group 8/0 elements that are unreactive.
Displacement reactions	When a more reactive metal takes the place of a less reactive metal in a compound.
Oxidation	When an element reacts and gains oxygen.

	Metals	Non-metals
Appearance	Shiny	Dull
State at room temperature	Solid (except mercury, which is a liquid)	About half are solids, about half are gases, and one (bromine) is a liquid
Density	High (they feel heavy for their size)	Low (they feel light for their size)
Strength	Strong	Weak
Malleable or brittle	Malleable (they bend without breaking)	Brittle (they break or shatter when hammered)
Conduction of heat	Good	Poor (they are insulators)
Conduction of electricity	Good	Poor (they are insulators, apart from graphite)

### Electron configuration



# French Unit 2 - Chez Moi



## Key Vocabulary

**Noun** - people, places and things.

**Verb** - an action, state or occurrence

**Adjective** - used to describe a noun

**Adjectival Agreement** - the idea that adjectives must agree with masc/fem/plural nouns

**Conjugate** - to take an infinitive and change it into a tense.

**Tense** - describes when an action (verb) takes place.

**Conditional Tense** - to describe something that would happen.

**C'est de quelle couleur ?** What colour is it?

Verb	Noun	Adjective (mas/fem)	
<b>Il y a</b> There is	<b>une table</b> a table	<b>blanc(he)</b> (white)	<b>orange</b> (orange)
<b>J'ai</b> I have	<b>un tapis</b> a rug	<b>bleu(e)</b> (blue)	<b>rose</b> (pink)
		<b>gris(e)</b> (grey)	<b>violet(te)</b> (purple)
		<b>jaune</b> (yellow)	<b>rouge</b> (red)
		<b>marron</b> (brown)	<b>vert(e)</b> (green)
		<b>noir(e)</b> (black)	<b>multicolore</b> (multicolored)

**Où habites-tu ?** Where do you live?

(1) Phonics		(2) Verb	(3) PVS + Country		(4) Verb	(5) Adjective (masc/fem)		
<b>oi</b> [wa]	<b>é</b> [ay]	<b>J'habite</b> I live	<b>en France</b> in France	<b>aux Etats-Unis</b> in the USA	<b>et</b> and	<b>je suis</b> I am	<b>français / française(s)</b> French	<b>américain(s) / américaine(s)</b> American
<b>ui</b> [we]	<b>è</b> [eh]	<b>Tu habites</b> You live	<b>en Angleterre</b> in England	<b>en Belgique</b> in Belgium	<b>tu es</b> you are	<b>anglais / anglaise(s)</b> English	<b>belge(s) / belge(s)</b> Belgian	
<b>an</b> [on]	<b>in</b> [an]	<b>Il habite</b> He live	<b>en Italie</b> in Italy	<b>en Irlande</b> in Ireland	<b>il est</b> he is	<b>italien(s) / italienne(s)</b> Italian	<b>irlandais / irlandaise(s)</b> Irish	
<b>ç</b> [s]	<b>ou</b> [oo]	<b>Elle habite</b> She lives	<b>en Espagne</b> in Spain	<b>en Ecosse</b> in Scotland	<b>elle est</b> she is	<b>espagnol(s) / espagnole(s)</b> Spanish	<b>écossais / écossaise(s)</b> Scottish	
<b>ain</b> [an]	<b>on</b> [on]	<b>Nous habitons</b> We live	<b>au Pays de Galles</b> in Wales	<b>à Londres</b> in London	<b>nous sommes</b> we are	<b>gallois / galloise(s)</b> Welsh		
<b>ch</b> [sh]	<b>qu</b> [k]							
<b>u</b> [oo]	<b>gn</b> [nyuh]							

**Tu es de quelle nationalité ?** What nationality are you?

**Qu'est-ce qu'il y a dans ta maison ?** What rooms do you have in your house?

(6) Sentence starter	(7) Verb	(8) PVS + Rooms	Connective	Negative	(8) Rooms
<b>Dans ma maison</b> (In my house)	<b>il y a</b> there is	<b>ma chambre</b> (my room)	<b>mais</b> but	<b>il n'y a pas de</b> there isn't	<b>cave. (m)</b> (basement.)
<b>Au rez-de-chaussée</b> (On the ground floor)	<b>j'ai</b> I have	<b>la chambre de mes parents</b> (my parent's room)	<b>cependant</b> however	<b>je n'ai pas de</b> I don't have	<b>garage (m)</b> (garage.)
<b>Au premier étage</b> (On the first floor)	<b>on a</b> we have	<b>la cuisine</b> (the kitchen)		<b>on n'a pas de</b> we don't have	<b>jardin. (m)</b> (garden.)
<b>A l'extérieur</b> (Outside)		<b>l'entrée</b> (the hallway)			<b>salle à manger. (f)</b> (dining room.)
<b>En bas</b> (Downstairs)		<b>les w.c</b> (the toilets)			<b>salle de jeux. (f)</b> (games room.)
<b>En haut</b> (Upstairs)		<b>la salle de bains</b> (the bathroom)			
		<b>le salon/ la salle de séjour</b> (the lounge)			

Tu aimes...? Pourquoi? Do you like...? Why?

(9) Opinion	Noun	Connective		(10) Quality Vocab	(11) Adjective
<b>J'aime</b> I like <b>Je n'aime pas</b> I don't like <b>Je déteste</b> I hate <b>J'adore</b> I love <b>J'aime assez</b> I quite like <b>J'aime beaucoup</b> I really like <b>Je préfère</b> I prefer <b>Je ne supporte pas</b> I can't stand	<b>ma maison</b> my house <b>ma chambre</b> my bedroom <b>le salon</b> the lounge <b>la cuisine</b> the kitchen	<b>car</b> because  <b>parce que</b> because  <b>puisque</b> as	<b>c'est</b> it is  <b>ça peut être</b> it can be	<b>absolument</b> absolutely <b>complètement</b> completely <b>tellement</b> so <b>un peu</b> a bit <b>vraiment</b> really <b>plutôt</b> rather <b>trop</b> too <b>assez</b> quite <b>très</b> very	<b>grand</b> big <b>petit</b> small <b>vieux</b> old <b>moderne</b> modern <b>nouveau</b> new <b>confortable</b> comfortable <b>sale</b> dirty <b>bien rangé</b> tidy <b>en désordre</b> messy

Comment est ta maison idéale ? What would your ideal house be like?

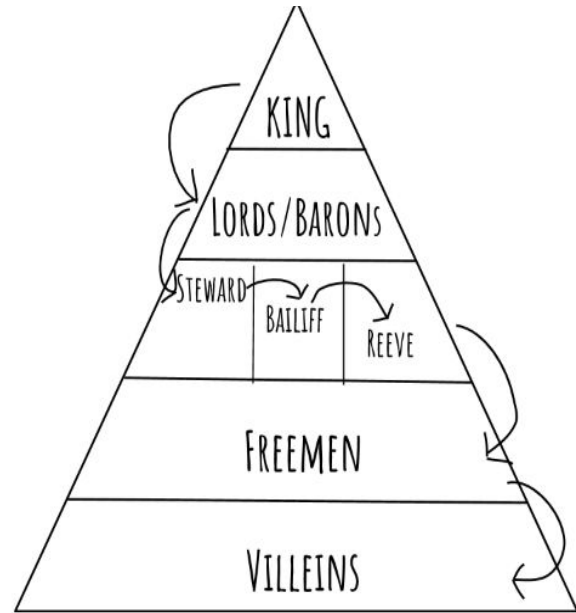
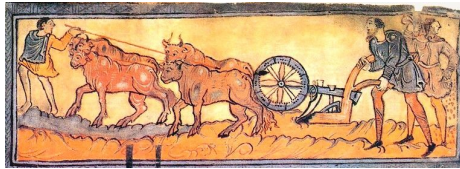
(12) Sentence starter	(13) Verb (conditional)	(14) Nouns & Adjectives	
<b>Dans ma maison idéale</b> In my ideal house <b>Dans ma maison de rêves</b> In my dream house	<b>il y aurait</b> there would be <b>j'aurais</b> I would have <b>je voudrais</b> I would like	<b>une salle de jeux.</b> a games room. <b>une salle de cinéma.</b> a home cinema. <b>une piscine.</b> a swimming pool.	<b>un terrain de foot.</b> a football pitch. <b>beaucoup de chambres.</b> lots of bedrooms. <b>un dressing.</b> a dressing room
<b>Ma maison idéale</b> My ideal house <b>Ma maison de rêves</b> My dream house	<b>serait</b> would be <b>ne serait pas</b> wouldn't be	<b>vraiment grande.</b> really big. <b>très moderne.</b> very modern. <b>sans cloisons.</b> open-plan.	<b>assez vieille.</b> quite old <b>individuelle.</b> detached <b>très jolie.</b> very pretty

Qu'est-ce que tu as dans ta chambre ? What do you have in your bedroom?

	Verb	(15) Furniture	(16) Preposition	(15) PVS + Furniture
<b>Dans ma chambre</b> In my bedroom	<b>il y a</b> there is <b>j'ai</b> I have	<b>un lit</b> a bed <b>un lit superposé</b> a bunk bed <b>une armoire</b> a wardrobe <b>une console de jeux</b> a games console <b>une commode</b> a chest of drawers <b>une chaise</b> a chair <b>une table</b> a table	<b>sous</b> under <b>sur</b> on <b>entre</b> between <b>derrière</b> behind <b>devant</b> in front of	<b>le tapis</b> the rug <b>la console de jeux</b> a games console <b>les posters de...</b> the posters of... <b>l'ordinateur portable</b> the laptop
	<b>il n'y a pas de</b> there isn't <b>je n'ai pas de</b> I don't have		<b>à droite</b> on the right of <b>à gauche</b> on the left of <b>à côté</b> next to <b>en face</b> facing	<b>du bureau</b> the desk <b>de la télé</b> the TV <b>des posters de...</b> the posters of <b>de l'ordinateur</b> the computer

# YEAR 7 HISTORY:

## MEDIEVAL LIFE & POWER



### EVERYDAY LIFE:

**Feudal System:** how society was organised  
**Week-work:** work for the Lord that would have had to be completed by a villein each week.  
**Boon-work:** work for the Lord that would have had to be completed by both villeins & freemen.  
**Duties:** extra jobs for the Lord of the Manor which peasants could pay to get out of.  
**Open Field System:** three-field system, where wheat and oats would be grown.  
**Strip Farming:** land was divided into strips and given out to peasants to farm.  
**Fallow:** a field left empty after being ploughed to restore its fertility.  
**Enclosure:** the practice of fencing off common land to farm sheep, ended strip farming

### JUSTICE:

**Tithing:** A group of 10 men who were responsible for each other in the eyes of the law.  
**Hue and Cry:** a loud cry calling for the pursuit and capture of a criminal. Everyone in the village would be expected to pursue the criminal.  
**Manorial Court:** The court within each Lord's land that would deal with law and order.  
**Jury:** A group of peers who would hear cases at court and decide if innocent or guilty.  
**Trial by Ordeal:** a painful/extreme trial to decide innocence/guilt through the judgement of God.  
**Trial by Combat:** a trial (fight) to settle disputes with no witness or confessions.  
**1066:** Trial by Combat introduced.  
**1215:** Trial by Ordeal abolished.

### RELIGION:

**Heaven:** the place believed souls would go, after death, if they lived good lives.  
**Hell:** the place believed souls would go, after death, if they lived bad lives.  
**Sins:** doing something that God would not agree with.  
**Doom Paintings:** paintings in churches throughout Medieval England to remind peasants of what would happen if they lived good lives (Heaven) and what would happen if they lived bad lives (Hell).  
**Purgatory:** a place between heaven and hell where souls go to have their sins burnt away.  
**Church Courts:** Could try any churchman accused of crime.  
**Benefit of clergy:** priests tried in church courts, no death penalty  
**Right of sanctuary:** a criminal could not be arrested in church, if confessed could leave the country.

### POWER:

**Divine Right of Kings:** The belief that God gave complete control to the King.  
**Henry II:** A Plantagenet King of England.  
**1154-1189:** Henry II reign.  
**The Pope:** Head of the Catholic Church.  
**Thomas Becket:** A Churchman who was Henry's friend.  
**1161:** Becket was appointed as Archbishop of Canterbury.  
**John I:** Henry II's son  
**1199-1216:** John I's reign.  
**Barons:** a different term for the Lords.  
**1214:** John I cannot raise an army and loses the Battle of Bouvines to the French King.  
**1215:** The Magna Carta signed  
**Magna Carta:** a 'charter' that limited the King's power.  
**1216:** Civil War between the Barons and the John I.

### THE BLACK DEATH:

**Black Death:** A plague that devastated Europe in the fourteenth century. Spread by fleas.  
**Buboes:** Onion shaped swellings that were usually the first symptom of the Black Death.  
**Bubonic plague:** the most common type of plague, named after the buboes.  
**1347:** Black Death hits Venice (Italy)  
**June 1348:** Black Death arrived in England (Dorset).

### THE PEASANTS' REVOLT.

**Statute of Labourers:** a law which fixed peasant wages at the pre-Black death rate.  
**Peasants' Revolt:** major uprising across England in 1381.  
**Wat Tyler:** Leader of the Peasants' Revolt  
**1351:** Edward III introduces the Statute of Labourers  
**1377:** Poll tax - peasants had to pay more money to pay for a war with France.  
**May 1381:** Peasants refused to pay. Peasants' Revolt began.  
**15 June 1381:** Richard II meets the rebels. Wat Tyler was killed

# Year 7 Geography - Coasts

## Key term

**Swash** – the water that washes up a beach when a wave breaks on the shore

**Backwash** – the water that runs back down the beach to the sea

**Fetch** – the distance that the wind has been blowing over the water to form a wave – the longer a wave's fetch, the more energy it will have

**Coastal management** – strategies used to defend coastal environments, divided into three different approaches: hard engineering, soft engineering, and managed retreat

**Erosion** - the wearing away of rocks by the sea

**Hydraulic action** - as waves approach the coast they trap air and force it into gaps in the cliff. Eventually this weakens the rock.

**Abrasion** - waves fling sand, pebbles and large rocks against the rock, wearing it away like sandpaper

**Attrition** - Rocks and pebbles being carried by the sea knock together and are broken down; the pebbles become smaller, smoother and rounder

**Solution** - Weak acids in the water dissolve rock particles and minerals

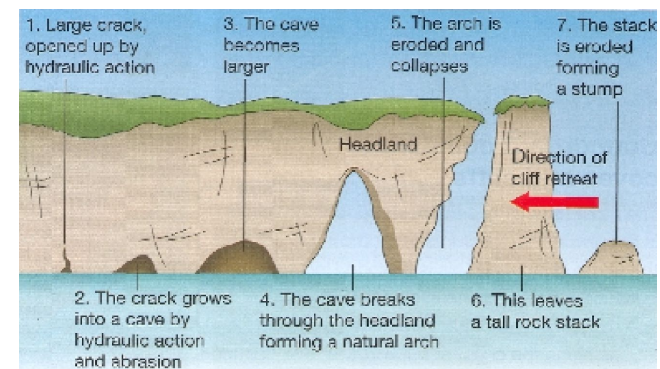
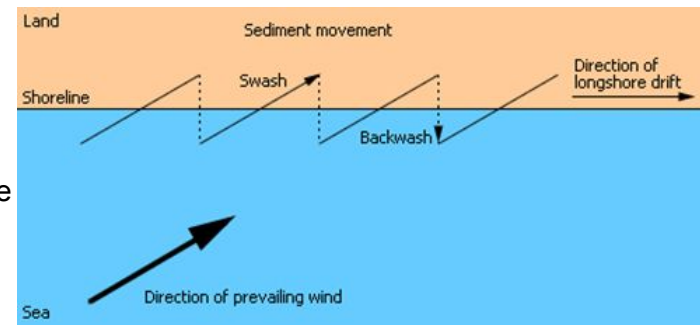
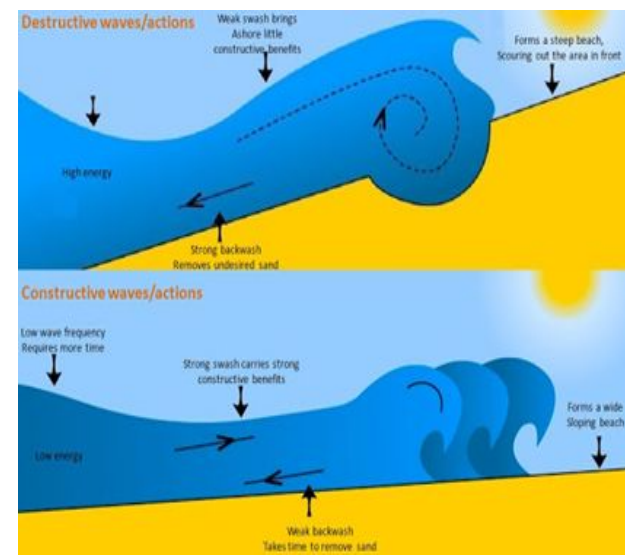
**Transportation** - the movement of material from one place to another

**Traction** - large stones are rolled along the seabed

**Saltation** - smaller stones bounce along the seabed over one another

**Suspension** - small particles of rock, dirt, and plants are carried along floating in the water

**Solution** - particles of rock and chemicals are dissolved and carried along in the water unseen





# Year 8 Geography - The Geography of Sport

Key term	Definition
Sports worker	Someone who works in the sports industry such as a coach or swimming teacher.
Globalisation	Organisations and ideas on a worldwide scale.
Leisure	Free time when people are not working, traveling, studying or doing basic activities like sleeping.
Recreation	Activities during leisure time, such as reading.
Honeypot site	An overcrowded location or attraction.
Participation	The action of taking part in something.
Premier league	A professional football or soccer league consisting of the top teams in England and Wales.



*Countries that have official Liverpool Football Club supporters clubs*

Number of players	Countries
31	Spain
25	France
22	Netherlands
20	Belgium
17	Republic of Ireland
14	Argentina, Germany
11	Brazil
9	Senegal
8	Austria
7	Denmark
6	Democratic Republic of Congo, Ivory Coast, Italy, Portugal
5	Ghana, Serbia
4	Cameroon, Egypt, Nigeria, Switzerland
3	Bosnia, Colombia, Greece, Mali, Morocco, South Korea, Sweden, USA
2	Algeria, Australia, Chile, Croatia, Gabon, Iceland, Israel, Jamaica, Japan, New Zealand, Poland
1	Armenia, Benin, Bermuda, Canada, Curacao, Czech Republic, Ecuador, Estonia, Kenya, Mexico, Norway, Peru, Turkey, Ukraine, Uruguay, Venezuela

# Year 7 Computing

## Data Representation

Units of Data	
Bit	A single binary digit. A 0 or a 1.
Nibble	4 bits
Byte	8 bits
Kilobyte	1000 bytes
Megabyte	1000 kilobytes
Gigabyte	1000 megabytes
Terabyte	1000 gigabytes
Petabyte	1000 terabytes

Why Binary?	
Transistor	A transistor is a tiny switch in the CPU that can be turned off or on. The digits 1 and 0 used in binary are used because of the on and off states of a transistor.
CPU/Processor	The circuits in a computer's processor are made up of billions of transistors that can be combined together to make any number and lots of different types of data.
Machine Code	The language your computer's language speaks is machine code. Machine code just looks like 1s and 0s.

128 64 32 16 8 4 2 1

1 0 0 1 1 0 1 1

---

$128 + 0 + 0 + 16 + 8 + 0 + 2 + 1$

$= 155$

withHow

Number Systems	
Denary	The number system we regularly use and you have been learning to use since you first discovered numbers. Has the symbols 0 to 9.
Binary	A number system that can only use the symbols 0 and 1. We can convert any of our normal numbers into binary.

# Year 7 Computing

## Python Turtle Programming

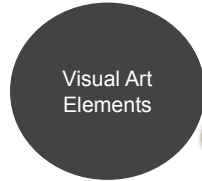
Key Term	Description
Code	The instructions for the computer telling it how to work.
Input	Where data is entered into a computer by a user/human.
Output	Where data is displayed by the computer. Examples include: text, images, sound, or video displayed on a monitor or through speakers.
Syntax	The rules for how the code is written. Another word for the spelling and grammar of your code.
Syntax error	Where the code doesn't work because of a mistake in the code or because of how it is written.
Logic error	A logic error is where the code works but it doesn't give the result that you wanted.
Variable	A place to store a single piece of data.
Selection	Where code is only run if a condition is met. This basically is when the computer is able to make a decision
Loop	Where code repeats. It can repeat forever, a set number of times or until a condition is met.

Turtle Code	Description
<code>import turtle</code>	Make all the turtle commands available to your program
<code>turtle.speed(1)</code>	Set the animation speed of the turtle. 1 = slowest, 10 = fastest. 0 turns off animation completely
<code>turtle.goto(x, y)</code>	Go to position x, y
<code>turtle.forward(distance)</code>	Go forwards by amount distance
<code>turtle.backward(distance)</code>	Go backwards by amount distance
<code>turtle.right(angle)</code>	Turn right by angle degrees
<code>turtle.left(angle)</code>	Turn left by angle degrees
<code>turtle.penup()</code>	'Lift' the pen from the screen
<code>turtle.pendown()</code>	Put the pen down to draw
<code>turtle.pencolor(_____)</code>	Set the pen colour to the string given.
<code>turtle.stamp()</code>	Stamp the current turtle shape onto the screen.

# Year 7 Art - Visual Art Elements

## Why are the Visual Art Elements the foundation of all artwork?

The Visual Elements of line, shape, tone, colour, pattern, texture and form are the building blocks of **composition** in art. When we analyse any drawing, painting, sculpture or design, we examine these different parts to see how they combine to create the overall effect of the artwork.

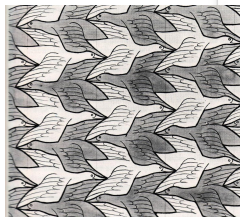
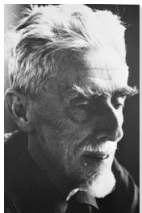


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes, at other times, they can look like something we haven't seen before. This could be called ' <b>abstract</b> '.
Tone	Tone is the lightness or darkness of a color. Tone can be changed by using white or black to make a colour lighter or darker.
Colour	Colour is the visual element that has the strongest effect on our emotions. We use color to create the mood or <b>atmosphere</b> . For example, artwork that uses mainly reds and oranges, might make you feel angry.
Pattern	Pattern is made by repeating parts of the work. There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern. The patterns could be made by repeating something in a certain way or completely random.
Texture	Texture is the surface effect used in art - the roughness or smoothness of the materials used to make the art.
Space	Space is an element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.

## What is the significance of Escher's work?

### 5 facts about the artist

1. Escher (1898-1972) is one of the world's most famous graphic artists. His art is enjoyed by millions of people all over the world.
2. His work features mathematical objects including impossible objects, reflection, symmetry and **perspective**.
3. Early in his career, he drew inspiration from nature, making studies of insects, landscapes, and plants
4. The prints Escher produced from 1941 on are his most well-known. He continued experimenting with repeating patterns and **geometric** mathematical concepts,
5. More recently, Escher's mind-bending visions have provided inspiration for the film Labyrinth 1986



## What is colour theory?

The colour wheel helps us understand the relationships between colours.

The primary colours are red, yellow and blue. They cannot be made by mixing other colours together. All other colours can be mixed from red, yellow and blue.

Secondary colours are made by mixing equal amounts of primary colours together:

- Blue and red mixed together make purple
- Yellow and red mixed together make orange
- Blue and yellow mixed together make green

A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours.

**Harmonious** colours sit beside each other on the colour wheel. These colours good for mixing together.

**Complementary** colours sit across from each other on the colour wheel. These are often referred to as opposite colours and even **contrasting** colours.

A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.

A **shade** is where an artist adds black to a colour to darken it down.

# Year 7 Art - Pop Art

## Why was Andy Warhol successful?



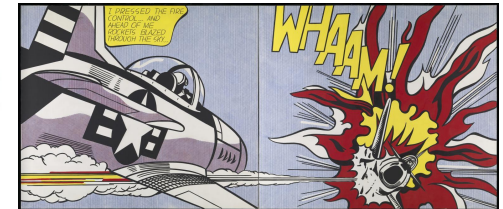
## How did Pop Art influence culture?

Pop art is an art movement that started in the 1950s and was very popular in the 1960s in America and Britain. It was revolutionary for its use of bright and bold colours, particularly after the end of the war.

- Pop art was normally related to everyday objects or people that were popular at the time.
- It made use of **popular** imagery, such as comics, films, advertising and household objects.
- It often used bright colours such as red, blue and yellow, as well as images of celebrities or **fictional** characters from TV or comics.
- Another well known pop artist was Roy Lichtenstein. His paintings and prints looked just like comic strips, including his most well known work entitled Whaam!



Pop Art influence the way people lived their lives. They wanted to take risks, wear bright colours and be extraordinary!



## How does tone impact art?

The lightness or darkness of something – this could be a shade, or how dark or light a colour appears. When we add white to a colour it's called a tint - this lightens the base colour.

When we add black to a colour it's called a shade - this darkens the base colour

Tone can be used to make something look **three dimensional** by blending tints and shades in specific areas.

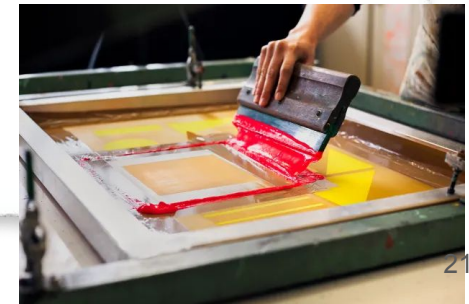
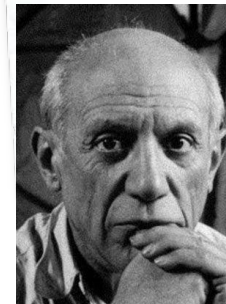
Shade

Base Colour

Tint



Creating tone in pop art was often created using screen printing. A method where ink is applied directly to the surface to be printed. The image to be printed is transferred to a very fine fabric (the screen) The parts that are non-printing areas are blocked off and the fabric becomes a stencil. The ink is wiped across the screen to pass through the unblocked areas and reach the underneath surface. For each colour to be printed a separate screen is prepared and the **process** is repeated. This is a process to **mass produce** an image.



# Year 7 Design - Principles of Design

## How can function follow form? Meet Haidée Drew

- For designers, **form** is the element that makes up our designs and **function** is the purpose of the design whether it is a sign giving directions or a book that entertains with a story.
- Haidée Drew is a London based Artist working across a range of areas from interiors and product to **sculpture**, and **Installation**.
- Haidée's work is informed by exploring the space between two and three **dimensions**, and the ideas created through the balance of form, colour, light and **illusion**.
- With a background in Silversmithing and Metalwork her ideas are driven by material as she combines craft and technology.
- Her fascination for **mastering** new techniques and exploring their possibilities is **echoed** through her projects.

## The Principles of Design



## What is Design and how does it impact our lives?

**Design** is EVERYWHERE. Almost everything that is made, is well thought out. Who is using the product? Why are they using it? Is it making their life better? From a tea-cup, lamp, or staircase, to the roof of a railway station or concert hall, a duvet cover, a company logo, or computer mouse, design, whether it is good or bad is a part of everyday life.

**Aesthetic Design** refers to the beauty of something. Products are usually designed in an artistic or **aesthetic** way. What does the product look like? Is it nice to look at? Is it interesting to look at? Does it fit a style or **genre**? If something is nice to look at, it is aesthetically pleasing.

**Artistic Design** is the **prettification** of objects, rather than the improvement of their function, performance or cost. Using the same **function** of a product, but changing the way it looks.

**Design Thinking** means the plan involved in creating something according to a set of requirements. Designers use many **techniques** to create products and solve problems. What are you aiming to achieve by designing that piece of work?

Designers rarely design a product that is brand new. Most ideas are based upon past or similar products or inspired by nature, artists or other designers or design movements.

A 'product **analysis**' allows designers to see what ideas already exist, these ideas are then analysed in detail. What works well and what doesn't? This then helps to inspire the work of the designer.

Today a number of companies and TV programs test a range of products and produce reviews on their performance for us as **consumers**, this encourages us to buy their products if they have a positive review. Word of mouth is extremely influential in design!



## How do the principles of design impact aesthetics?

These are the standards or rules to be observed by Designers; they are used to successfully design product and concepts.



**Balance**  
A distribution of visual weight. Symmetrical balance uses the same characteristics on either side (it looks the same.) Asymmetrical uses different but equally weighted features in the design.



**Contrast**  
The arrangement of opposite elements. A feature may stand out against another. eg, light vs dark, smooth vs rough or small vs large.



**Emphasis**  
Used to make certain parts stand out. It creates the center of interest or a focal point. Your eyes are drawn towards it first.



**Movement**  
How the eye moves across the piece. Leading the attention from one aspect of the work to the other. This can also create an illusion.



**Pattern**  
The repetition of, or alternation of elements creating interest.



**Unity**  
Visually pleasing arrangement of all elements of design. Everything works together and looks like it fits.



# Designing for Purpose

## Why was Louise Nevelson's work monumental?

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.



"New York is my mirror"



## Inspiration or imitation, what's the difference?

Inspiration is the process of being mentally **stimulated** to do or feel something, especially to do something creative.

**Inspiration** gives us the energy to create new designs and to work hard to ensure they fit with our image or vision. It is when we are inspired that we produce our best work.

**Inspiration** assists us with brainstorming, mapping out new ideas and with bringing these new ideas to life.

In design, inspiration can be sourced from many places. Some examples are:

- A theme or topic eg. nature
- An era or time in history
- Looking at the work of others eg. Using a source like Pinterest
- Our surroundings and environment



## How can designers execute their ideas?

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.

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, and a sequence of several panels or sections of relief may represent an extended story.



## Drama Keywords

<b>Mime</b>	Acting out a moment, action, feeling without WORDS.
<b>Physical Theatre</b>	Use of the body & Movement to show a story, feeling, situation & object.
<b>Monologue</b>	An extended piece of script performed by one person & spoken to the audience.
<b>Split-staging</b>	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!)
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Reaction</b>	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
<b>Wash/Flood</b>	Covers the whole stage in light, allowing the audience to see everything.
<b>Spotlight</b>	A 'Spot'/Circle of Light in a small area- to focus on less actors.
<b>Pace</b>	The speed the dialogue is delivered to the audience.
<b>Transitions</b>	A change from one scene to another. Smooth Transitions in Drama are key!

Drama techniques, skills and lighting.

## Year 7 Drama: Unit 3: 'Arrival To A New Planet' Knowledge Organiser (Jan-Feb)



### Key Knowledge:

- In this unit, you will use all of the Drama skills (Projection, expression, tone of voice, gesture and body language) and techniques (narration, mime, dialogue, split-staging, tableau) that you have learnt over the first term.
- You will develop your creativity and imagination with making 3 scenes in your group performance; Scene 1 on the spaceship. Scene 2 introducing your characters through a video diary of saying your age, hobbies and why you're the best for this mission. Scene 3- what will happen on this new planet?
- As your character that you will create for this mission, you will think about and write your ideas for your voice, expression, body language, gesture. You will also think about your role on the spaceship.
- In your group performance, you will use your imagination to recreate the spaceship and landing on another planet- You will use split-staging to organise the space; Stage left for the spaceship, centre stage for the video diaries and stage right for the end scene.
- We will use mime, physical theatre, movement to act out this new planet and what you will find there. There may even be a dramatic ending!
- Dialogue (speaking to each other) will be used in each scene to help the action/story to move forward and to show this to the audience.

### 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, what would I do? How would I feel?

**WHEN WE ARE ON  
STAGE, WE ARE IN THE  
HERE AND NOW**

CONSTANTIN STANISLAVSKI

- Brecht**- Showing that your performance is not real- showing costume/set changes & changing characters/roles (Multi-Role) on stage.

**Thrust Staging**= Proscenium Arch staging with staging that comes out into the audience.

This allows the audience/actors to feel closer to each other.





## Drama Keywords

<b>Tableau(x)</b>	A Dramatic Picture. Frozen in time. (Needs to be with 2 or more people.
<b>Physical Theatre</b>	Use of the body & Movement to show a story, feeling, situation & object.
<b>Thought-Tracking</b>	An extended piece of script performed by one person & spoken to the audience.
<b>Split-staging</b>	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!)
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Reaction</b>	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
<b>Wash/Flood</b>	Covers the whole stage in light, allowing the audience to see everything.
<b>Transitions</b>	A change from one scene to another. Smooth Transitions in Drama are key!
<b>Characterisation</b>	Creating a character through the skills above. (Connecting to your research here of

[Drama techniques, skills and lighting.](#)

## Year 7 Drama: Unit 4: 'Evacuees & WW2' Knowledge Organiser (March-April)



### Key Knowledge:



- In this unit, you will research WW2 & look at how the children were evacuated to safe areas of the country during the war, leaving their families behind. Here will you find examples of characters, their feelings in this situation, & we can try to connect to these points.
- You will explore this situation through creating a comic strip for the plot, characters & their feelings. We will use thought-tracking & monologues to show their sadness, confusion, uncertainty of when they would see their family again.
- Like previous units with not being in the studio, you will create different scenes, for example, tableaux of showing images of leaving your family & travelling to a safe place. To also show the roles of the men & women as soldiers & nurses, with Split-staging & dialogue used. The children returning back to their homes/families after the war is over & the emotions of the children during the war. This will be shown through description of your ideas & script work.
- You will also think about how you will show your voice, the tone & pitch, with expression & body language, will show these emotions of your character.
- Think about Stanislavski 'What if?' 'What if I was this child in the war, leaving their family, how would I feel?' This will show realism.
- You will also explore the costume, set & lighting designs this unit.

### Use of Practitioners, Performance Spaces:

**WHEN WE ARE ON STAGE, WE ARE IN THE HERE AND NOW** **Stanislavski** - Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If': What if I was this character, what would I do? How would I feel?

**Theatre of The Round**= The audience will in a 'circle/round' shape. You will need to think about HOW you POSITION yourself on stage.

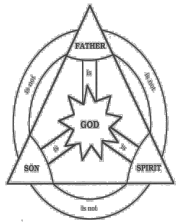
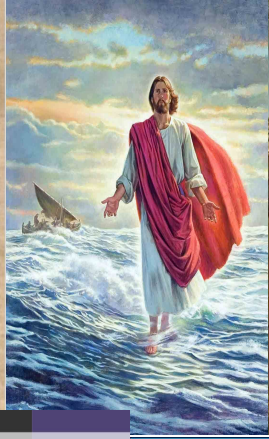
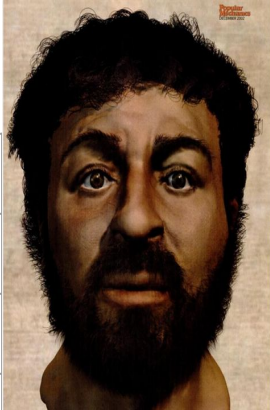
This allows the audience/actors to feel closer together and a very intimate atmosphere is created.



# Morals and Ethics

**Keywords** Jesus Christ, Messiah, Son of God

<b>Baptism</b>	Welcomes a believer into the Christian church.
<b>Christian</b>	Someone who believes in Jesus Christ.
<b>Christmas</b>	Celebrating the birth of Jesus
<b>Crucifixion</b>	Method of execution used on Jesus
<b>Easter</b>	Celebrating the resurrection of Jesus
<b>Resurrection</b>	Jesus coming back to life after 3 days
<b>Ascension</b>	Jesus going to heaven to be with his Father.
<b>Miracles</b>	Unexplained events performed by Jesus in the Bible
<b>Parables</b>	Stories with a religious meaning Jesus told
<b>Samaritan</b>	Somebody who helps somebody else



**HOLY WEEK**

Palm Sunday March 25	Maunder Thursday March 29	Good Friday March 30	Easter Sunday April 1

**Matthew 29:31-46**

Inasmuch as ye have done *it* unto one of the least of these my brethren, ye have done *it* unto me. Matthew 29:40

**Sample**  
Primary 7:  
New Testament  
Lesson 27  
Parable of the Sheep and Goats

Includes Bookmark Idea

Depart	Inherit the Kingdom
Left Hand	Right Hand
Cursed	Blessed
Gave me no meat	Gave me meat
Gave me no drink	Gave me drink
Took me not in	Took me in
Clothed me not	Clothed me
Visited me not	Visited me



"A man was going down from Jerusalem to Jericho, and he fell among robbers, who stripped him and beat him and departed, leaving him half dead. Now by chance a priest was going down that road, and when he saw him he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he journeyed, came to where he was, and when he saw him, he had compassion. He went to him and bound up his wounds, pouring on oil and wine. Then he set him on his own animal and brought him to an inn and took care of him. And the next day he took out two denarii and gave them to the innkeeper, saying, 'Take care of him, and whatever more you spend, I will repay you when I come back.' Which of these three, do you think, proved to be a neighbor to the man who fell among the robbers?" He said, "The one who showed him mercy." And Jesus said to him, "You go, and do likewise."

# Year 7 Music: Percussion and Listening

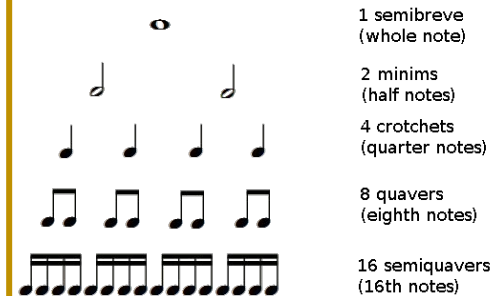
Key terms - Percussion	
<b>Time Signature</b>	The number and type of beats per bar
<b>Rest</b>	A silence with a defined length
<b>Polyrhythm</b>	The effect of different rhythms played together
<b>Score</b>	The printed music which shows all of the parts



## Elements of Music

- **Duration** - The length of notes and rests in the music
- **Pitch** - How high or low a sound is
- **Tempo** - The speed of the music
- **Timbre** - The unique quality of a sound made by a voice or instrument.
- **Texture** - How layers of sound in a piece of music interact
- **Dynamics** - How quiet or loud the music is played
- **Structure** - The order that different sections are played in
- **Tonality** - refers to the overall sound of a piece
- **Harmony** - Two or more notes played at the same time

## Note Values - Duration



**BIG question: Why is rhythm important to music?**

# Year 7 Music: Keyboard Skills and Listening

## Key terms - Keyboard

<b>Melody</b>	The tune of the music
<b>Notation</b>	The way that music is written down
<b>Treble Clef</b>	The clef used for the right hand on a piano (high notes)
<b>Bass Clef</b>	The clef used for the left hand on a piano (low notes)
<b>Stave</b>	The five lines on which music is written
<b>Octave</b>	The distance between two notes with the same letter
<b>Fingering</b>	The thumb is 1, then 2, 3, 4, 5 (little finger)
<b>Chord</b>	Two or more notes played at the same time
<b>Accompaniment</b>	The music which accompanies a melody



## Reading Music - Pitch Notation

Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

## C major chord and its inversions

Root Position: C, E, G

1st Inversion: E, G, C

2nd Inversion: G, C, E

Root Position: C-E-G

First Inversion: E-G-C

Second Inversion: G-C-E

Left Hand: 5, 4, 3, 2, 1

Right Hand: 1, 2, 3, 4, 5

**BIG question: Why learn traditional notation?**

## Note Values - Duration

- 1 semibreve (whole note)
- 2 minims (half notes)
- 4 crotchets (quarter notes)
- 8 quavers (eighth notes)
- 16 semiquavers (16th notes)

## KEYBOARD NOTE CHART

Notes on the Grand Staff

G A B C D E F G A B C D E F G

# Year 7 PE - Gymnastics

## KEY TERMS

**Sequence;** A sequence is a series of movements which flow together. When composing a sequence it must have a clear start and end. Think of this at the Capital letter to start a sentence and a full stop to end it.

Any gymnastics routine should aim to be aesthetically pleasing and display the following;

- Extension
- Body tension
- Control
- Clarity of shape
- Resilience
- Flow

## PERFORMANCE

### Apparatus

Pommel horse, rings, high bar, parallel bars, vault, balance beam, asymmetric bars.

### Floor routine

Create a sequence combining and linking key shapes and skills.

### Rhythmic routine

Ball, Clubs, Rope, Ribbon, Hoop

## WHAT COMPONENTS OF FITNESS ARE NEEDED FOR GYMNASTICS?

### Components of Fitness

#### Health-Related

Strength

Flexibility

CARDIOVASCULAR ENDURANCE

MUSCULAR ENDURANCE

BODY COMPOSITION

#### Skill-Related

AGILITY

SPEED

Reaction Time

BALANCE

POWER

COORDINATION



## SKILLS IN ISOLATION

### Key Shapes

Tuck  
Straddle  
Pike  
Dish  
Arch  
Puck  
Star  
Straight

### Key Skills

Forward roll  
Backwards roll  
Cartwheel  
Summersault  
Headstand  
Handstand  
Round off  
Walk over



## RULES AND REGULATIONS

A gymnast must create their own routines at an appropriate skill level for his/ her degree of difficulty.

No jewellery, body piercing or adornments of any kind are permitted

A judge panel usually scores gymnastics competitions.

**Gymnasts** have two different **scores**, the **D score** (difficulty of the routine) and the **E score** (execution of the routine aka how neat and tidy it is!).

All **gymnasts** begin with a 10.0 execution **score** which then has points removed for faults such as bent legs, arms and falls.

# YEAR 7 PE - HANDBALL KNOWLEDGE ORGANISER

## What is handball?

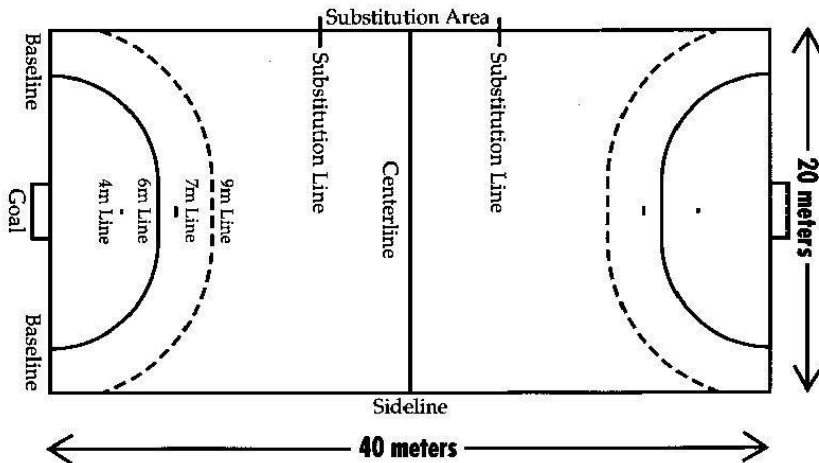
Handball is a team sport played with two opposing teams. Each team has 7 players in total, with 6 outfield players and one goalkeeper. The players are allowed to handle and throw the ball using their hands, but they must not touch the ball with their feet.

The objective of the game is to score and avoid getting goals. The team that scores more goals in a given period of time wins the match. The game is played at a very high speed and body contact is permitted. As a result, Fair Play has a central importance.

## How does a game of handball start?

A game of handball is started by firstly having a coin toss to see which team will have possession first.

The team that wins this, will begin the game with a "throw off". Each team will stay in their own half.



# HANDBALL RULES

## Attacking – DO's

Throw and catch the ball using hands & arms.

Pass the ball to a teammate.

Take a maximum of 3 steps with the ball.

Bounce the ball with one hand and catch it again.

Play outside the goal area.



## Defence – Do's

Use your hands to block the ball.

Use open palms to take the ball away from the opponent.

Make body contact with an opponent (ONLY IN A FACE TO FACE POSITIONS).

Fair play

Stay outside the goal area



## Attacking – DON'T'S

Block or kick the ball using your feet.

Hold the ball for more than 3 seconds.

Take more than 3 steps with the ball.

Double dribble – bounce the ball, catch it and bounce again.

Enter the goal area with the ball.

Charge an opponent or run into a defensive player.



## Defence – DON'T'S

Pull or hit the ball out of the hands of an opponent.

Hold, push, run, jump into an opponent.

Endanger the opponent.

Interfere in with a free throw.



# Literacy

“IF YOU ARE GOING TO GET ANYWHERE IN LIFE, YOU HAVE TO READ A LOT OF BOOKS.”

Roald Dahl



## Key Vocabulary for our book discussions

Deduce	What you can understand based on the evidence in the text.
Skim	To read over the text quickly to get the main idea of what is going on.
Critic	A person who makes or gives a judgment of the value, worth, or quality of a book or text.
Recommend	To suggest that a book would be good or suitable for a particular person.

## Key Vocabulary for Talking Points

Human Nature	The characteristics of humans
Greedy	Intense and selfish desire for something, especially wealth, power, or food.
Curiosity	A strong desire to know or learn something.
Envy	Wishing you could have the same thing or quality that someone else has
Idle	Avoiding work; lazy.
Prideful	having an excessively high opinion of oneself

## 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...

## 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?