

Knowledge Organiser

YEAR

7

Believe you can and
you're halfway there...

T R O Y K O T S U R

made history as the first deaf male
actor to win an Oscar



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?

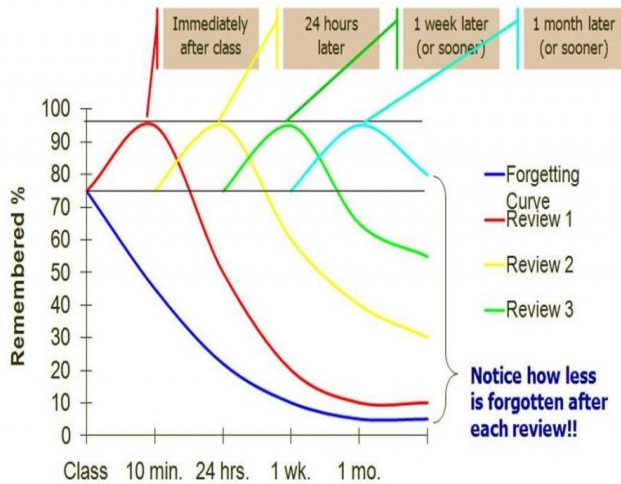
How will my teachers use them?

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](#)

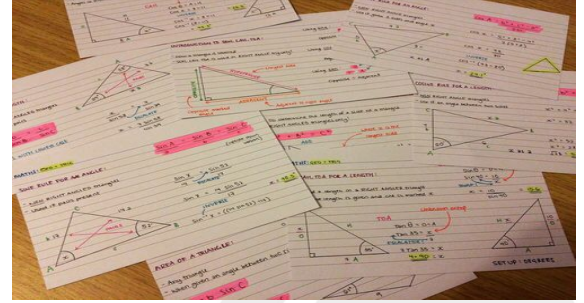
How we learn at Redmoor

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](#)

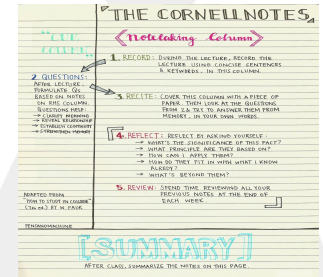
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

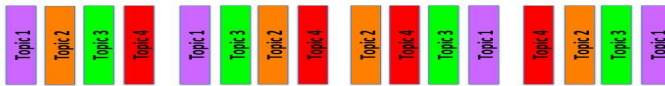
Eg. topic 1 cells, topic 2 digestive system

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.

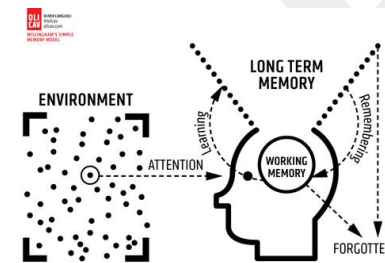
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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/>



Literacy

Proofreading Guidance

When we write, we know what we're trying to say, so our brains might skip out words or punctuation. It is important that we proofread to avoid making silly mistakes.

Full Stops & Commas

- A full stop gives a strong pause. It goes at the end of a whole sentence.

e.g. *Jake had four brothers.*
He

got on best with Dan who shared his sense of humour.

- A comma gives a short pause and is used to separate items in a list e.g.

Bring some milk, eggs, butter and flour.

After introductory words e.g. *However,*

Between the different parts of a sentence: *Gran, who had been a champion boxer in the sixties, stepped forward.*

Paragraphs

- Change in time, e.g. *Later that day, an important letter arrived.*
- Change in place, e.g. *Back at home things were just as bad. / Chile, however, has a population of...*

- Change of subject, e.g. *As well as mountain biking, I also enjoy swimming...*

- Each time a different person speaks:

"Hey, that's my phone!"

"No it isn't - I had it for my birthday."

Spelling Homophones

Words that sound the same but are spelt differently.

there , their , they're

They're silly to have left their coats over there where there is wet grass.

your , you're

You're such a good friend to lend me your phone.

to , two , too

Two of my friends are coming to Alton Towers too.

Grammar Errors

I have played tennis. ✓ *I of played tennis.* ✗

I should have / should've played tennis. ✓

I of / should of played tennis. ✗

I/she/he were late. ✗ *I/she/he was late.* ✓

They were late. ✓ *They was late.* ✗

You were late. ✓ *You was late.* ✗

I ran quick, passing the ball brilliant. I played amazing. ✗

I ran quickly, passing the ball brilliantly. ✓

I played amazingly. ✓

Apostrophes

- Use an apostrophe to show possession e.g. *John's football is flat.*

- Also use an apostrophe for omissions (the apostrophe shows where a letter or letters are missing) e.g. *I didn't do it. It wasn't me!*

Capital Letters

- At the start of every sentence

- For days, months and celebrations, e.g. *Wednesday, April, Easter*

- For proper nouns (names of people and places) e.g. *James, London, Rutland Water*

- For Titles (except the small words) e.g. *The Hunger Games, Match of the Day*

- For abbreviations e.g. *BBC, RSPCA*

Correct Tense

Are you using the correct tense? Do not switch from one to another. - For days, months and celebrations,

- **Past:** e.g. *I ran to the shops.*

- **Present:** e.g. *I am running to the shops*

- **Future:** e.g. *I am going to run to the shops.*

Literacy Marking Code:

sp	Spelling mistake
^	Missing word/letter
O	Capital letter/Punctuation
~~~~~	Unclear/poorly worded
//	New paragraph
th	Use a thesaurus

# Contents Page

English	7-8
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ICT	18-19
Art/ Design	20-23
Drama	24-25
ME	26
Music	27-28
PE	29-30



## 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: Language is Power

Persuasive Writing	
<p>Persuasive writing is used to formulate an argument, presenting a viewpoint in a convincing and confident way. It should be passionate and personal and mainly focused on one side of the argument. Persuasive Language uses a number of techniques that you will learn and develop over the next three years ready for your GCSE English course.</p>	
<p><b>Ethos</b></p> 	<p>The Greek term for ethics and refers to the speaker/writer. The writer needs to establish their authority through status, qualifications, research, knowledge of the subject matter etc. This helps to gain the trust of the audience/reader so they can persuade them to a particular point of view.</p>
<p><b>Logos</b></p> 	<p>The Greek term for logic/reason and truth. Facts, statistics, case studies, research etc. Making the audience believe what they are hearing is well researched and the truth/fact</p>
<p><b>Pathos</b></p> 	<p>The Greek term for emotion. Emotive language makes the audience feel a particular emotion such as anger or sadness which helps persuade the audience to agree with the argument</p>

Text Type	Features
<b>Formal letter</b>	<ol style="list-style-type: none"> <li>Your address in the top right hand corner, followed by the date</li> <li>Their address left hand corner</li> <li><b>Dear Sir/Madam</b> if name unknown.</li> <li>Yours sincerely if you know the person's name to whom you are writing</li> <li>Otherwise use Yours faithfully. Formal style throughout.</li> </ol>
<b>Informal Letter</b>	<ol style="list-style-type: none"> <li>Address and date top right hand side of the page</li> <li>Greetings: <b>Hi, Hello, Dear....</b></li> <li>Chatty style shown through the use of language and punctuation.</li> </ol>

The Big Questions	
<ol style="list-style-type: none"> <li>What reasons/purpose do we have for writing letters?</li> <li>How can we use words to persuade?</li> <li>Why is it important to consider structure?</li> <li>How can we use words and structure for persuasive effect?</li> </ol>	
Rhetorical Methods	Definition and example
<b>Rhetorical Question</b>	A question often used to persuade, not needing an answer as there is only one answer you are able to give: "Would you send your child to a failing school?"
<b>Emotive Language</b>	This term is used when certain word choices are made to evoke an emotional response. Emotive language often aims to persuade the reader to share the writer's point of view, using language to stimulate emotion reaction.
<b>Contextual References</b>	These are often used to exemplify a writer's point of view. They comment on what is happening in the world to support their argument.'
<b>Anecdote</b>	A short amusing or interesting story about a real incident or person.
<b>Inclusive Language/Direct Address Pronoun</b>	A pronoun takes the place of a noun in a sentence. E.g 'I', 'me', 'she'. Inclusive language such as we/together, as one... Direct address "You must agree with me" All of these techniques are involving the reader, making them feel as if they already agree with your argument.
<b>Repetition</b>	Repetition occurs when you use the same word or phrase more than once. E.g 'I did not sit down and I did not listen.'
<b>Simile</b>	A simile is a comparison of two things by using the words 'like' or 'as'. E.g 'she was as sweet as a honeybee.'
<b>Statistics</b>	Giving examples of research, questionnaires etc. can be very persuasive
<b>Powerful Quotations</b>	Quotations relating to your subject/argument from people who are in a position of authority. For instance in an article about healthy eating for teenagers, both a doctor and a parent could be used to persuade through quotation.
<b>Fact/opinion</b>	A fact is something that can be proven as true or false whereas an opinion is an expression of a person's feelings that cannot be proven.

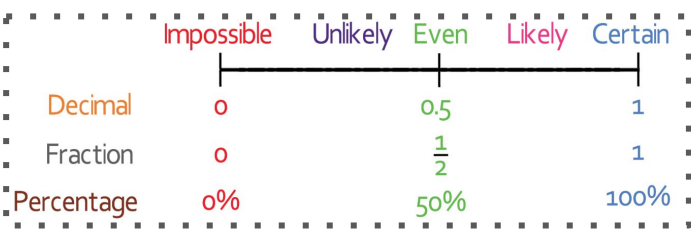
Rhetorical Methods	Definition and example
<b>Hyperbole</b>	Exaggerated statements or claims not made to be taken literally. 'I'm so hungry I could eat a meal for ten people'
<b>Rule of three</b>	Makes it memorable if you say three things about a subject (especially if it rhymes or alliteration is used)
<b>Topic Sentences</b>	A sentence which expresses the main idea of the paragraph in which it is used.
<b>Counter Argument</b>	To mention the counter argument of your subject and then destroy it. 'Clearly this idea is without merit as....' 'However this is not the case, in actual fact.....'

Extended Vocabulary
<b>Vehemently:</b> in a forceful, passionate, or intense manner; with great feeling. 'She was vehemently opposed to the idea'
<b>Incensed:</b> very angry; enraged. 'Jake glared back at her incensed'
<b>Abhorrent:</b> inspiring disgust and loathing; repugnant. "racism was abhorrent to us all"
<b>Opposed:</b> anxious to prevent or put an end to; disagreeing with. "he was opposed to school uniform"
<b>Despondent:</b> in low spirits from loss of hope or courage. "she grew more and more despondent"

# Probability

Keyword	Definition
Probability	The likelihood of something happening. It is shown as a fraction, decimal or percentage and adds up to 1 or 100%
Outcome 	A possible result of an experiment. E.g rolling 6 on a dice
Independent Events 	Events that do not affect or are not affected by another event. Each event has exactly the same probability. E.g. Rolling a 6 and Spinner on blue
Mutually Exclusive Events 	Events that can't happen at the same time. E.g. picking one card that is an ace and a king
P(A) Probability Notation 	Short way of writing : Probability that event A will happen P(Red Queen) means the probability of picking a Red Queen
Venn Diagram 	A method used to sort items into groups, usually using overlapping circles. The overlap is where they have things in common

# Probability adds up to 1 or 100%



**Biased**  
When the outcome is not as expected e.g.  $\frac{1}{2}$  heads  $\frac{1}{2}$  tails for flipping a coin

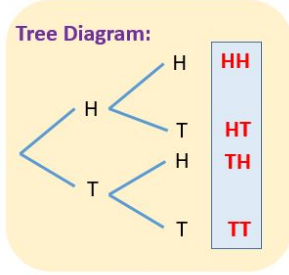
## Sample Space

The set of all possible OUTCOMES (results)  
They can be shown in a:  
TABLE  
LIST  
TREE DIAGRAM

List:  
HH HT TH TT

Table:

	H	T
H	HH	HT
T	TH	TT



## Relative Frequency

$$\frac{\text{Frequency (how many)}}{\text{Total Frequency (total)}}$$

Example: Your team has won 9 games from a total of 12 games played:  
The Frequency of winning is 9  
The Relative Frequency of winning is  $9/12 = 75\%$

## Experimental Probability

In practice what happened



## Theoretical Probability

$$\frac{\text{Number of Favourable Outcomes*}}{\text{Total Number of Possible Outcomes}}$$

e.g. Probability of rolling a 4 on a fair 6-sided die =  $\frac{1}{6}$



A fair die means that each of the faces has the same probability of landing facing up.

* how many times an outcome is expected

# Time & Money

Keywords MONEY:	Definition
<b>Credit</b>	Money added to a bank account
<b>Debit</b>	Money taken out of a bank account
<b>Balance</b>	Money left in bank account
<b>Principle</b>	An amount of money that is borrowed
<b>Interest</b>	Fee / Charge added to money that has been borrowed
<b>Interest Rate</b>	Cost of borrowing as a % - e.g.12%

**Value Added Tax (VAT)** is a 20% tax payable to the government . It is a added onto most items that are bought.  
(No VAT is paid on essential items like food)

## simple interest formula

$$I = P \times R \times T$$

I = Interest, P = Principle, R = Rate, T = Time



- Banknotes come in denominations of : **£5, £10, £20 and £50.**
- Coins: 1p, 2p, 5p, 10p, 20p, 50p, £1 & £2.

## 12 Hour Clock

The 12 hour clock notation uses **am** and **pm** to show whether it's morning or afternoon.

**am**

is the time from 12 midnight and before

**pm**

is the time from 12 midday and before

**12am midnight 12 pm midday**

## 24-hour clock

The 24 hour clock does not use am or pm.

The 24 hour clock uses 4 digits e.g. 01:00

After 12:00, 1.pm = 13:00

+ 12

1 PM	13:00
2 PM	14:00
3 PM	15:00
4 PM	16:00
5 PM	17:00
6 PM	18:00
7 PM	19:00
8 PM	20:00
9 PM	21:00
10 PM	22:00
11 PM	23:00
12 AM	00:00

## Months

12 months in a year

Days in each month:

January	31
February	28 (29)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31



Decimal to Minutes

X60

$$0.5 \times 60 = 30 \text{ minutes}$$

Minutes to decimal

$$\div 60$$

$$30 \div 60 = 0.5$$

## Units of Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

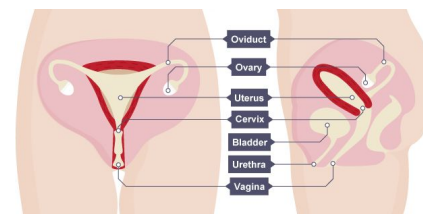
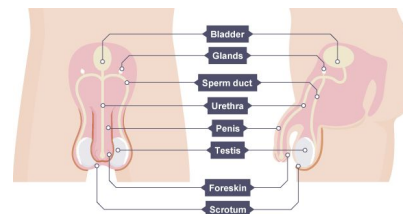
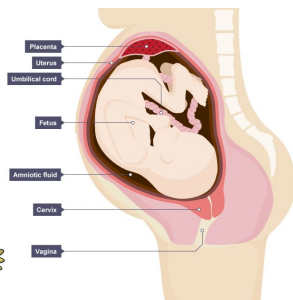
365 days = 1 year

(366 days in a leap year)₁

Reproduction

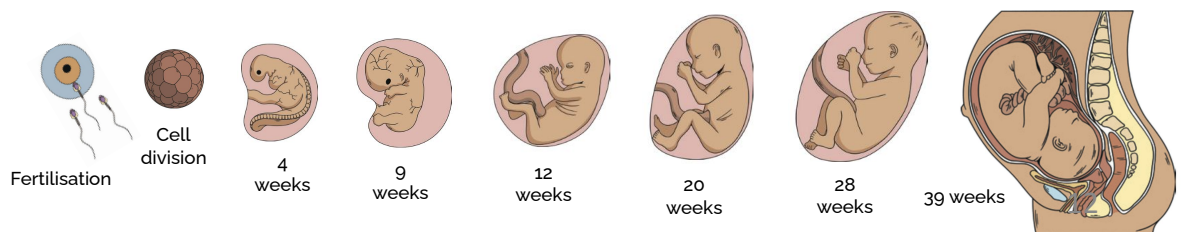
BIG QUESTIONS:

1. How are new plants made?
2. How are new humans made?



1. How are new plants made?	
Anther	Part of the stamen that produces the pollen grains containing the male gamete.
Pollination	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. This results in Fertilisation.
Self pollination	The pollen grain lands on the same flower it originated from.
Cross pollination	The pollen grain lands on a different flower to the one it originated from.
Seed dispersal	The transport of seeds from the plant to another area in order to grow.
Germinate	The process controlled by enzymes in which the seed begins to develop into a new young plant.
Stigma	The top of the female part of the flower which collects pollen grains.

2. How are new humans made?	
Embryo	An organism in the early stages of development.
Fertilisation	When a male and female gamete join together. This takes usually place in the oviduct
Foetus	Unborn baby.
Gamete	Sex cell (sperm in males and ova/eggs in females).
Menstruation	Also called a 'period'. The loss of blood and tissue from the lining of the uterus through the vagina during the menstrual cycle.
Placenta	The organ in the uterus of pregnant mammals that allows the transfer of nutrients and waste products between the mother and the fetus through the umbilical cord.
Puberty	The stage in life when a child's body develops into an adult's body. The changes take place gradually, usually between the ages of 10 and 16.
Sexual reproduction	The formation of a new organism by combining the genetic material of two organisms.
Umbilical Cord	The cord that connects the fetus (foetus) to the placenta. It contains blood vessels.
Uterus	Also known as a womb. This is where the fertilised egg (ovum) develops.
Zygote	A fertilised egg cell.





# Unit 3 - Mon Temps Libre

Quelle heure est-il? What time is it?

Key Vocabulary (1)	
<b>Noun</b> - people, places and things.	<b>Conjugate</b> - to take an infinitive and change it into a tense.
<b>Reflexive Verb</b> - an action, state or occurrence that you do 'to yourself'	<b>Tense</b> - describes when an action (verb) takes place.
<b>Adjective</b> - used to describe a noun	<b>Present Tense</b> - to describe something that is happening or normally happens
<b>Adverb</b> - a word or phrase that describes a verb	

Phonics (2)	
<b>oi</b> [wa]	<b>é</b> [ay]
<b>ui</b> [we]	<b>è</b> [eh]
<b>an</b> [on]	<b>in</b> [an]
<b>ç</b> [ss]	<b>ou</b> [oo]
<b>ain</b> [an]	<b>on</b> [on]
<b>ch</b> [sh]	<b>qu</b> [kuh]
<b>u</b> [oo]	<b>gn</b> [nyuh]

Verb (3)	Hours (4)	Minutes (5)	
<b>Il est</b> It is	<b>une heure</b> one o'clock	<b>et demie</b> and a half	<b>trente</b> 30
	<b>deux heures</b> two o'clock	<b>et quart</b> and a quarter	<b>quinze</b> 15
	<b>trois heures</b> three o'clock	<b>moins le quart</b> minus a quarter	<b>quarante-cinq</b> 45
	<b>midi</b> midday	<b>moins dix</b> minus ten	<b>cinquante</b> 50
	<b>minuit</b> midnight		<b>dix</b> 10

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

**Tu aimes ca? Pourquoi?** Do you like your routine? Why?

Opinion (11)	Noun	Connective	Quality Vocab (12)	Verb	Intensifier (13)	Reason (14)
<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>le foot</b> football  <b>la natation</b> swimming  <b>regarder la télé</b> to watch TV  <b>jouer sur ma console</b> to play on my console	<b>car</b> because  <b>parce que</b> because  <b>puisque</b> as  <b>mais</b> but  <b>cependant</b> however	<b>pour moi</b> for me <b>personnellement</b> personally <b>je pense que</b> I think that <b>je trouve que</b> I find that <b>je crois que</b> I believe that <b>j'estime que</b> I reckon that <b>on dit que</b> people say that <b>selon ma mère</b> according to my mum	<b>c'est</b> it is  <b>ça peut être</b> it can be  <b>ce n'est pas</b> it isn't	<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>amusant.</b> fun. <b>passionnant.</b> exciting. <b>fatigant.</b> tiring. <b>difficile.</b> difficult. <b>facile.</b> easy. <b>casse-pieds/pénible.</b> annoying. <b>nécessaire.</b> necessary. <b>une perte de temps.</b> a waste of time. <b>une perte d'énergie.</b> a waste of energy.

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

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

**Tu fais quels sport?** What sports do you do?

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

# YEAR 7 HISTORY: POWER, CHURCH & STATE

## 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

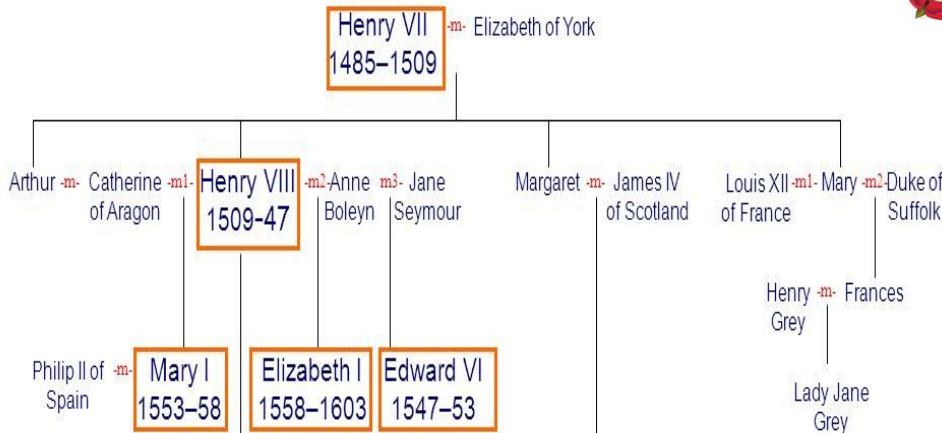
**The New World** - land being discovered and conquered in the Americas

**Armada** - fleet of warships

**Vagabondage** - homelessness, wandering without purpose

**The Bill of Rights 1688** - Laws limiting the power of the King.

## Tudor Family Tree



Henry VII 1485-1509	
Henry VIII 1509-1547	
Edward VI 1547-1553	
Mary I 1553-1558	
Elizabeth I 1558-1603	
James I 1603-1625	
Charles I 1625-1649	
Interregnum Oliver Cromwell 1649-1658	
Charles II 1660-1685	
James II 1685-1688	
William III 1688-1702 & Mary II 1688-1694	

## 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.

### Glorious Revolution - 1688

Protestants in parliament invited James' eldest daughter Mary and William of Orange to overthrow Catholic James I. In January 1689 William declared the revolution successful and he and Mary were crowned joint rulers.

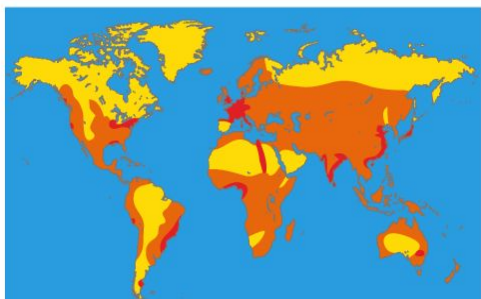
# Y7 - Africa

Africa is Not A Country!  
It's a Continent of 54 countries



16 Subject Specific Key Terms			
Africa	One of the seven continents.	Population density	The number of people in a given area. Usually measured in square km.
Consumers	Those who will purchase the finished product, e.g. someone who buys a chocolate bar from a shop.	Population distribution	The spread of people across a given area; where people live.
Country	Humans have divided continents up into political units called countries. Africa contains 54 countries.	Producers	Those involved in supplying raw materials to sell on to companies who manufacture a product from this. Usually a farmer, e.g. cocoa producer.
Equator	The imaginary line that divides the northern hemisphere from the southern hemisphere. The equator runs through Africa, including Kenya, Uganda, Somalia and the DRC.	Biome	A <b>biome</b> is a specific <b>geographic</b> area notable for the species living there. A <b>biome</b> can be made up of many ecosystems.
Fair Trade	Trade between companies in richer countries and producers in poorer countries in which fair prices are paid to the producers.	Pull Factors	Reasons that attract people to the cities.
Manufacturer	The company who will turn the raw material into the finished product ready to sell on to the consumer, e.g. Cadbury's.	Push Factors	Reasons for people to leave rural areas.
Migration	The movement of people from one place to another.	Safari	An expedition to observe animals in their natural habitat, especially in East Africa.
Population	All the inhabitants of a particular place. In Geography, we normally mean people as the inhabitants.	Tourism	The commercial organisation and operation of holidays and visits to places of interest.

## Skills: Choropleth Maps



Densely populated areas have a **high** number of people per km²  
Sparsely populated areas have a **low** number of people per km²

## Welcome to Africa





# Year 7 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

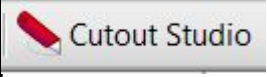
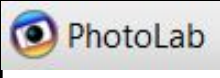

# Year 7 Computing

## 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

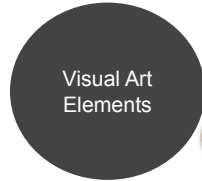
### Creating Digital Graphics

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

# 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.

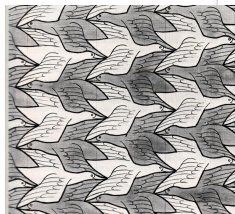
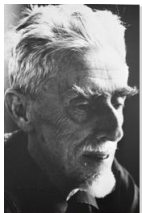


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes, 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?



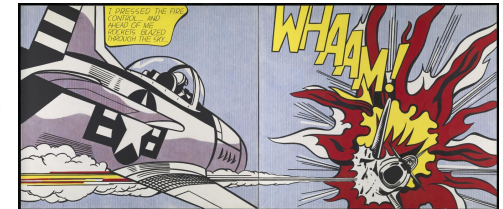
## How did Pop Art influence culture?

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.

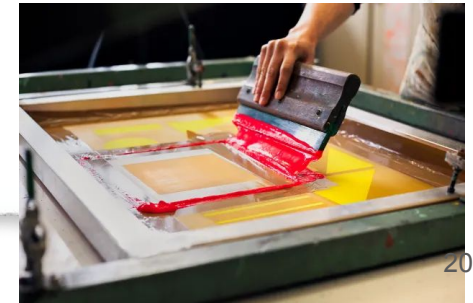
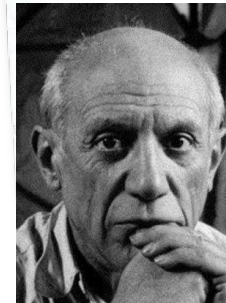
Shade

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.

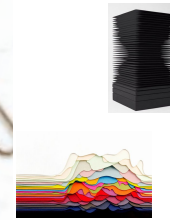
### Balance

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.

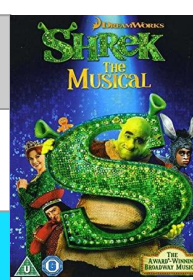
The opposite of relief sculpture is **counter-relief**, intaglio, or *cavo-rilievo*, where the form is cut into the field or background rather than rising from it.

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>Musical Theatre</b>	A form of theatrical performances which combines songs, spoken dialogue, acting & dance. This is a style of theatre.
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Emotion</b>	To show your feelings of your character to the audience through expression, body and voice.
<b>Reactions</b>	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
<b>Chorus/Ensemble</b>	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.
<b>Spoken Dialogue</b>	This is the words spoken in a play or musical, & helps to tell the story. This is not singing.
<b>Accompaniment</b>	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.
<b>Orchestra</b>	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.
<b>Gauze</b>	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.



## Shrek The Musical



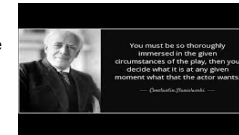
### Key Knowledge:

- 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..

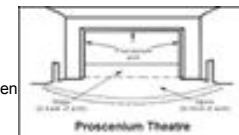
#### Berkoff:

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.





# 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 lead 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.

# Folk Music

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

**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.

**Range** - lowest to highest note

**Chord** - 2 or more notes played together at the same time

**Major** - Overall happy sounding tonality

**Minor**- Overall sad sounding tonality due to a flattened 3rd degree of the scale.

**Phrase structure**- a musical thought that has a complete musical sense of its own

## 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



# Keyboard Skills



Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

KEYBOARD NOTE CHART  
Notes on the Grand Staff

Note Values

Rests

Semibreve - 4 beats

Minim - 2 beats

Crotchet - 1 beat

Quaver - 1/2 beat

Semiquaver 1/4 beat

Left Hand

Right Hand

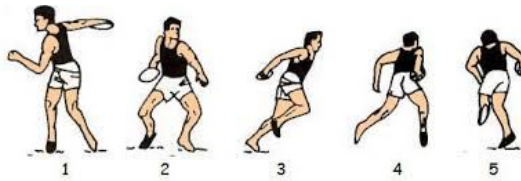
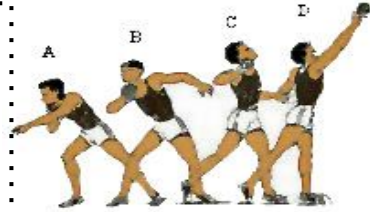
Chord triads in Root position

C Dm Em F G Am B



# Year PE 7 - Athletics

THE SPORT OF COMPETING IN TRACK AND FIELD EVENTS, INCLUDING RUNNING RACES AND VARIOUS COMPETITIONS IN JUMPING AND THROWING.



## TRACK EVENTS

SPRINT 100M, 200M, 300M, 400M

MIDDLE DISTANCE 800M, 1500M, 3000M

HURDLES 80M (G), 100M (B), 300M (G), 400M (B)

## FIELD EVENTS

- SHOT PUT
- DISCUS
- JAVELIN
- LONG JUMP
- TRIPLE JUMP
- HIGH JUMP

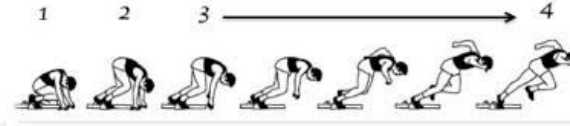
## KEY TERMS

### JUMP

- RUN UP
- TAKE OFF
- FLIGHT
- LANDING

### THROW

- INITIAL STANCE
- GRIP
- PREPARATION
- MOVEMENT
- RELEASE
- RECOVERY

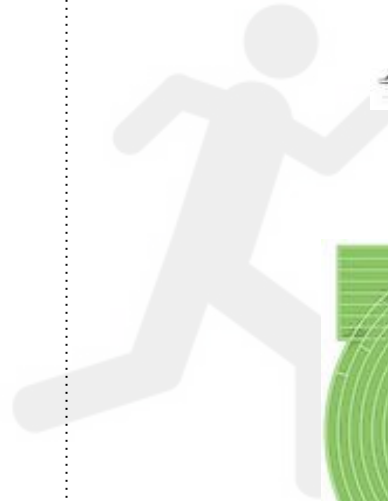


## KEY TERMS

### SKILLS / TECHNIQUE

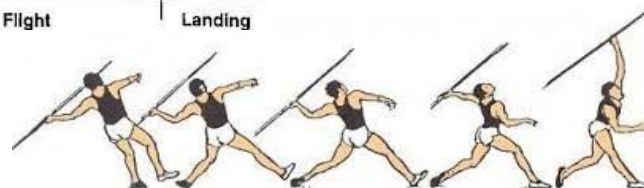
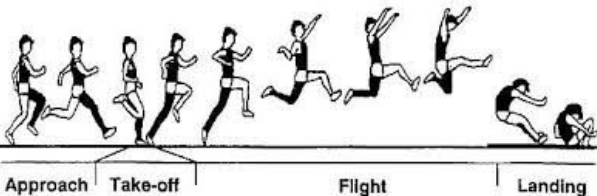
- START
- POSTURE
- PACING
- LEG AND ARM ACTION
- COORDINATION OF LEGS AND ARMS
- STRIDE PATTERN

YOU CAN FIND OUT MORE ABOUT BRITISH ATHLETICS BY VISITING THIS WEBSITE:  
[WWW.BRITISHATHLETICS.ORG.UK/ATHLETES](http://WWW.BRITISHATHLETICS.ORG.UK/ATHLETES)



## QUESTIONS

1. Can you lead a warm up to a small group or independently?
2. What events are classed as track and what field?
3. Can you identify the characteristics of a sprint and long distance?
4. How can we make a throwing event safe and why?
5. What are phases of a throw?
6. What are the phases of a jump?

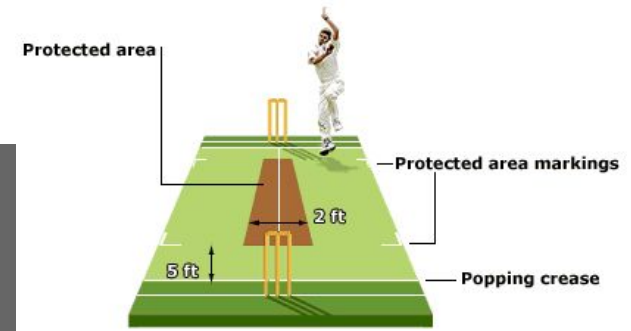


# PE - Striking and Fielding

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.



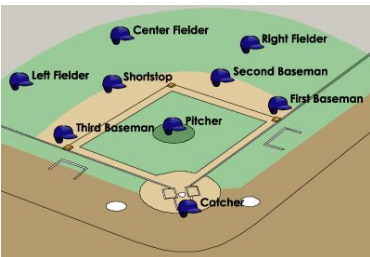
## Rounders Rules

- 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.

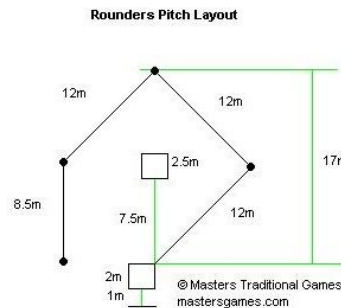


## Softball Rules

- 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?



Do you know the correct terminology?

