

Knowledge Organiser

YEAR

7

“I wasn't the fastest, the strongest, the fittest, but I thought I could make myself the most committed.”

K E V I N S I N F I E L D

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. Teachers and form tutors will be regularly checking that you are revising.

HOW?

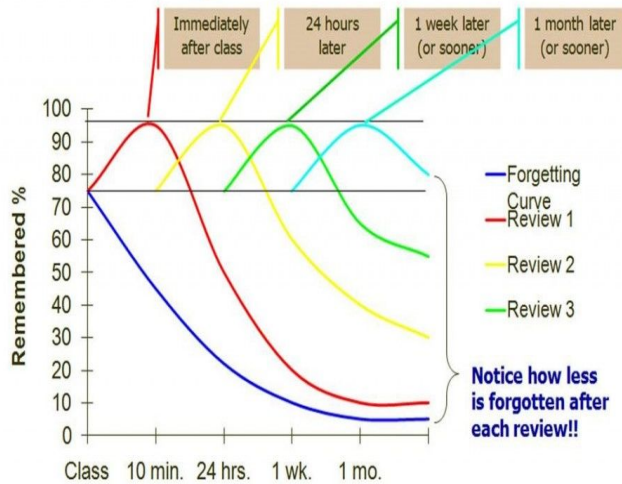
How will my teachers use them?

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](#)

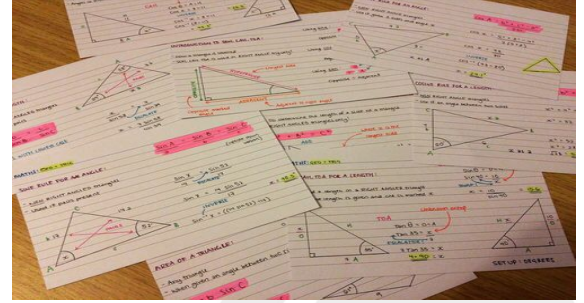
How we learn at Redmoor

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 you are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

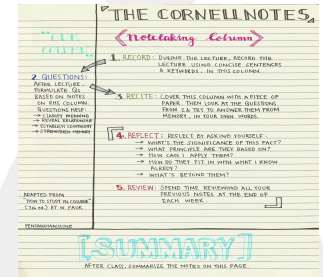
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

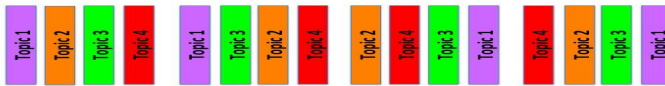
Eg. topic 1 cells, topic 2 digestive system

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.

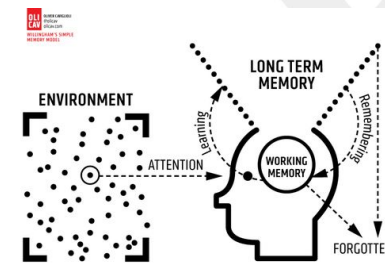
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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 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
w	Wrong word

# Contents Page

English	1-2
Maths	3-4
Science	5-7
MFL	8
History	9
Geography	10-11
ICT	12-13
Art/ Design	14-16
Drama	17-18
Music	19
PE	20-21



## Equipment

all students must have...



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

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

# Redmoor English Department: Introduction to Shakespeare

<b>BIG QUESTION:</b> What is the importance of context when studying Shakespeare?	
Shakespeare	<ul style="list-style-type: none"> <li>Born in 1564</li> <li>Lived in Stratford Upon Avon</li> <li>Playwright, actor and poet</li> </ul>
Tragedy	<ul style="list-style-type: none"> <li>Play with tragic events</li> <li>Unhappy ending</li> <li>Downfall of a character</li> </ul>
Comedy	Amusing people with characters or incidents in a play
History	Plays based on the chronicles on the history of England
Patriarchy	A society where men have power and lead roles such as political leadership.
Context	What was happening at the time a text was set or written

<b>BIG QUESTION:</b> How does Shakespeare use language to create effects?	
Soliloquy	An actor delivers a speech to the audience to explain their thoughts and feelings
Explain	Make something clear
Evidence	Proof or facts to support an idea about something.
Analysis	Exploring and explaining something in detail
Opinion	What we think or feel about something



<b>Word Class</b>	
Noun	An object, person or place  <i>Table, William, London</i>
Verb	A doing or being word  <i>Run, listen, hate</i>
Adjective	A word which describes a noun  <i>Tall, loud, pretty</i>
Adverb	A word which describes a verb  <i>Quickly, suddenly, silently</i>





Roald Dahl

Spike Milligan

John Agard

Maya Angelou

Grace Nichols

Benjamin Zephaniah

William Shakespeare

**VOCABULARY BOOST**

Word	Definition
<b>Articulate</b>	To express things clearly.
<b>Literature</b>	Written artistic works, especially those that are remembered over time.
<b>Structure</b>	The way something is arranged or organised.
<b>Analysis</b>	A detailed examination of something, in order to understand its nature or to determine its essential features.
<b>Expression</b>	The act of making known one's thoughts or feelings.
<b>Inference</b>	An idea based off evidence or reasoning. In other words, reading in-between the lines.
<b>Poet Laureate</b>	A poet officially appointed by a government, typically expected to compose poems for special events and occasions.

**BIG QUESTION: How are words powerful?**


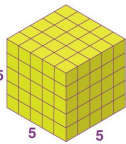
<b>Alliteration</b>	The same letter or sound at the start of words that are close together.
<b>Imagery</b>	Descriptive language which creates clear images.
<b>Metaphor</b>	A phrase which describes one thing as if it is something else.
<b>Onomatopoeia</b>	A word which, when said, sounds like the actual sound.
<b>Personification</b>	When you give an animal, thing or object qualities that only a human can have.
<b>Simile</b>	When you compare one thing to another using the words 'as' or 'like'.
<b>Tone</b>	An attitude of a writer toward a subject or an audience.

**BIG QUESTION: Why do form and structure matter?**

<b>Stanza</b>	A group of lines in a poem - rather like a paragraph in a story.
<b>Rhyme scheme</b>	The pattern of rhyme within a poem.
<b>Rhyming couplet</b>	A pair of lines that rhyme together.
<b>Rhythm</b>	This is the beat of the poem, made up of stressed and unstressed sounds.
<b>Form</b>	The type of poem. E.g. the sonnet form follows a certain set of rules.
<b>Sonnet</b>	A poem with 14 lines traditionally about love, usually ending with a rhyming couplet.
<b>Free Verse</b>	No regular rhythm or rhyme

## Square Numbers

## Cube Numbers

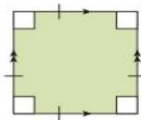
$1^2 = 1$	 <p>5² = 25 5x5=25</p>	$1^3 = 1$
$2^2 = 4$		$2^3 = 8$
$3^2 = 9$		$3^3 = 27$
$4^2 = 16$		$4^3 = 64$
$5^2 = 25$		$5^3 = 125$
$6^2 = 36$		$6^3 = 216$
$7^2 = 49$	 <p>5x5x5 = 5³ 5³ = 125</p>	$7^3 = 343$
$8^2 = 64$		$8^3 = 512$
$9^2 = 81$		$9^3 = 729$
$10^2 = 100$		$10^3 = 1000$

Every square number  
Has TWO square roots

$\sqrt{16} = 4$  (positive)  
 $\sqrt{16} = -4$  (negative)

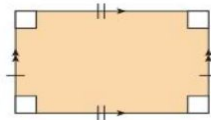
## Properties of Quadrilaterals

### Square



4 right angles  
4 equal sides  
2 pairs parallel sides

### Rectangle



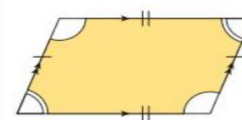
4 right angles  
2 pairs equal sides  
2 pairs parallel sides

### Rhombus



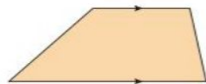
2 pairs equal angles  
4 equal sides  
2 pairs parallel sides

### Parallelogram



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

### Trapezium



1 pair parallel sides

### Isosceles trapezium



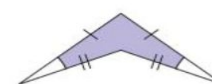
2 pairs equal angles  
1 pair equal sides  
1 pair parallel sides

### Kite



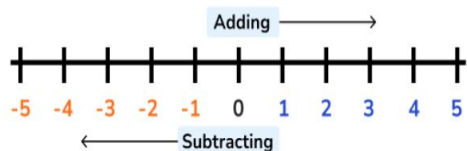
1 pair equal angles  
2 pairs equal sides  
No parallel sides

### Arrowhead



1 pair equal angles  
2 pairs equal sides  
No parallel sides

## Adding /Subtracting Negative Numbers



Order of Operations →

# BIDMAS

$$50 - (5 \times 3^2 + 2)$$

$$50 - (5 \times 9 + 2)$$

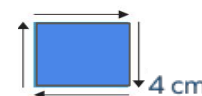
$$50 - 47 = 3$$

( )  $x^y$   $\div$  or  $\times$   $+$  or  $-$

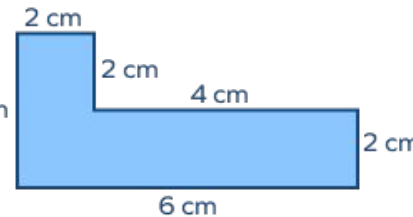
Brackets Indices Divide & Multiply Add & Subtract

## Perimeter

The perimeter is the **length** around the **outside/edge** of a shape.

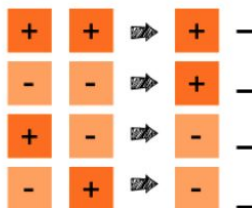


Perimeter:  
 $2 + 2 + 4 + 2 + 6 + 4 = 20\text{cm}$



When you have **TWO** signs next to each other →

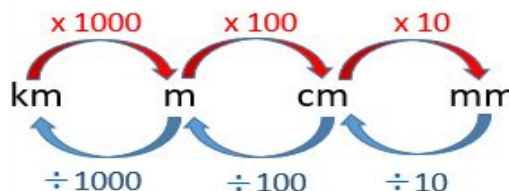
$3 - - 2 = 5$   
 $8 + - 2 = 6$



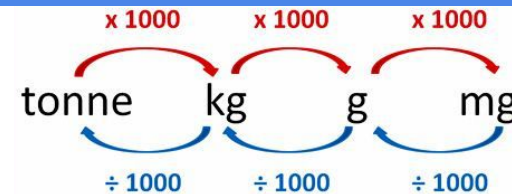
Same signs,  
change to positive

Different signs,  
change to negative

## Converting units of length



## Converting units of mass



# Algebra



no = sign  
Expression

$$4x - 7 = 5$$

Terms

parts of the expression or equation

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

NOTE:

$a + a = 2a$   
 $a \times a = a^2$   
 $a + a + a + b = 3a + b$   
 $a \times a \times a \times b = a^3b$

a value we don't know yet; usually a letter  
Variable

Coefficient  
a number in front of a letter

Constant  
number that doesn't change

$$4x + 2$$

Solve the equation  
Means find the value of x

$$4x + 5 = 21$$

$$-5 \quad -5$$

$$4x = 16$$

$$\div 4 \quad \div 4$$

$$x = 4$$

Rules of Algebra

- Don't write an x sign for multiplying - LEAVE it out -you don't want to confuse it with x
- Combined letters should be written alphabetically
- Don't use a ÷ sign, use a fraction dividing line for division
- Always write numbers before letters

$5a$  not  $5 \times a$   
 $ab$  not  $ba$   
 $\frac{x}{2}$  not  $x \div 2$   
 $2xy$  not  $yx2$

Collect like terms & simplify

Like terms

$$(3y) + (2x) + (4x) - (y) = 2y + 6x$$

Like terms

Collect all the terms with the same letter into one group and all numbers into another group, then simplify

# Units of Time

Days per Month in a Year

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

	Time	
	12h	24h
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

Calculator Clock

decimal x 60 = minutes

0.1	= 6 minutes
0.2	= 12 minutes
0.3	= 18 minutes
0.4	= 24 minutes
0.5	= 30 minutes
0.6	= 36 minutes
0.7	= 42 minutes
0.8	= 48 minutes
0.9	= 54 minutes

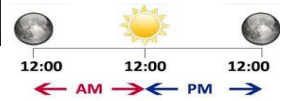
2.6 hours =  
2 hours  
36 minutes



UNITS OF TIME

- 60 seconds = 1 minute
- 60 minutes = 1 hour
- 24 hours = 1 day

- 7 days = 1 week
- 52 weeks = 1 year
- 365 days = 1 year
- 12 months = 1 year



## Enquiry processes & safety

### BIG QUESTIONS:

1. How do scientists design investigations safely and how can they improve them?
2. How do scientists collect, present and analyse data?
3. How do scientists critique and justify evidence and opinions?
4. How are scientific theories established and accepted?

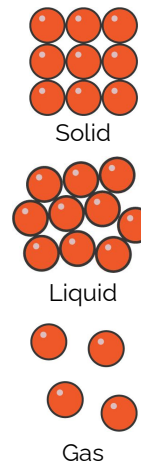
### Fundamental knowledge:

Independent variable	Variable that is changed during the investigation.
Dependent variable	Variable of which the value is measured.
Control variable	Variables that are kept constant to ensure only the independent variable changes.
Validity	Suitability of the investigative procedure to answer the question being asked.
Precision	Measurements that have very little spread about the mean value.
Accuracy	A measurement result is considered accurate if it is judged to be close to the true value.
Repeatability	Repeating the investigation using the same method and equipment and obtains the same results.
Peer review	Evidence is reviewed by other scientists to check its validity.
Hypothesis	A proposal intended to explain certain facts or observations.
Anomalies	These are values in a set of results which are too different to be counted.

## Redmoor Science Department

### 1. What are materials like inside?

Particle model	Theory used to explain the properties of substances.
State of matter	A form in which the particles of a substance exist (solid, liquid, gas or plasma).
Change of state	A physical change where a state of matter changes.
Solid	Particles have a regular arrangement, are in fixed positions (cannot move) and have no space between one another.
Liquid	Particles have a random arrangement, are moving and have little to no space between one another.
Gas	Particles have a random arrangement, are moving and have large spaces between one another.



### 3. How can mixtures be separated?

Boiling point	Temperature at which a substance changes state from liquid to gas.
Chromatography	Separates substances based on their solubility in a solvent.
Filtering	Separates an insoluble solute from a solvent.
Fractional distillation	Separates a mixture of many substances with different boiling points.
Insoluble	Unable to dissolve in a given solvent.
Soluble	Able to dissolve in a given solvent.
Simple distillation	Separates a solvent from a solution.
Evaporation	Change of state where particles at the surface of a liquid change into gas.

## Particles & Mixtures

### BIG QUESTIONS:

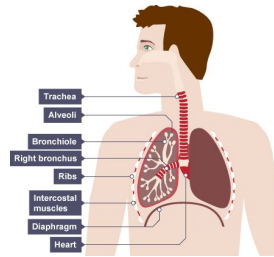
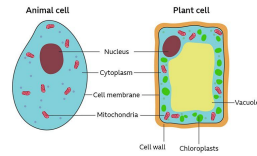
1. What are materials like inside?
2. What gives a material its properties?
3. How can mixtures be separated?

### 2. What gives a material its properties?

Pure substance	A substance made up of one element or one compound.
Element	A substance made up of only one type of atom.
Atom	The smallest particle of an element.
Mixture	Two or more substances that are not joined together. Can be elements, compounds, or both.
Compound	A substance formed with two or more atoms of different elements chemically bonded together.
Solute	The substance dissolved by a solvent.
Solvent	The liquid or gas in which the solute dissolves to form a solution.
Diffusion	Movement of particles from a higher concentration to a lower concentration.

# Redmoor Science Department

## Biology - Cells & Organs



### BIG QUESTIONS:

1. What are we made of?
2. How do we move?
3. How does the body exchange gases with the environment?
4. Why do we have a digestive system?
5. How can drugs affect your body?

### 3. How does the body exchange gases with the environment?

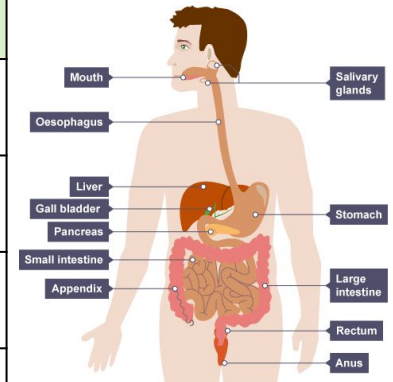
Respiratory system	Organ system where air is taken into and out of the body, gas exchange happens.
Breathing	(Ventilation) Process of moving air into and out of the lungs.
Oxygen	Gas breathed in and needed to carry out aerobic respiration.
Carbon dioxide	Waste gas produced by cells and breathed out.

### 1. How do we move?

Cell	Basic building block of all organisms.
Cell membrane	Surrounds the cell and controls what enters and leaves.
Cell wall	Surrounds the cell and gives it support.
Cytoplasm	Jelly-like substance where chemical reactions take place.
Nucleus	Controls activities of the cell and contains genetic information (DNA).
Vacuole	Contains cell sap.
Mitochondria	The site where aerobic respiration takes place.
Chloroplasts	Contain chlorophyll and carry out photosynthesis.
Diffusion	Movement of particles from a higher concentration to a lower concentration.
Unicellular	Organism made up of only one cell.

### 4. Why do we have a digestive system?

Digestive system	A group of organs that break down food from larger molecules to smaller ones.
Nutrients	Essential substances the body needs to carry out vital functions.
Balanced diet	Eating foods that contain nutrients in the correct amount.
Enzymes	Biological catalysts that speed up chemical reactions.



### 2. How do we move?

Tissue	Group of cells with a similar structure and function that work together to carry out a job.
Organ	Group of different tissues that work together to carry out a job.
Organ system	Group of different organs which work together to carry out a job.
Joints	Bones are linked together by ligaments. Joints allow the skeleton to move.
Muscles	Muscles are attached to bones by tendons. Muscles contract (shorten) to allow bones to move.
Antagonistic muscles	A pair of muscles that act on a joint. As one contracts the other relaxes.

### 5. How can drugs affect your body?

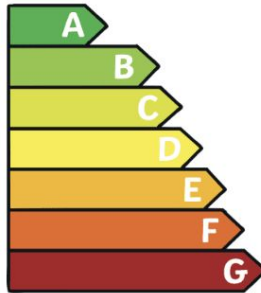
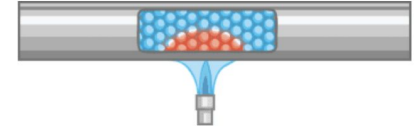
Drug	A substance that has an effect on the body.
Depressant	A drug that slows down messages in the brain and along nerves.
Stimulant	A drug that speeds up messages in the brain and along nerves.
Asthma	A condition that causes the airways of the respiratory system to become narrowed and filled with mucus.
Tar	Sticky substance found in tobacco smoke that settles on the lining of the airways.
Nicotine	The addictive substance found in tobacco smoke.
Alcohol	A depressant that is found in wines, spirits and beers. Also known as ethanol.

## 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.

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

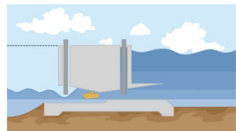
$$\text{Efficiency} = \frac{\text{Useful energy/power output}}{\text{Total energy/power input}}$$

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

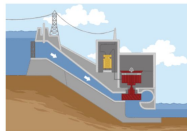
60 minutes = 1 hour  
60 seconds = 1 minute

### 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



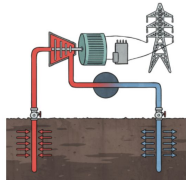
Hydroelectric



Solar



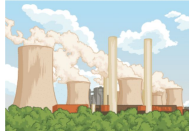
Wind



Geothermal



Biomass



Nuclear



Fossil fuels



Sentence starter	PVS + Noun (2)	
<p><b>Dans ma famille, il y a</b> (In my family, there is)</p> <p><b>Dans ma famille j'ai</b> (In my family, I have)</p>	<p><b>ma mère</b> (my mum) <b>mon père</b> (my dad) <b>mon frère</b> (my brother) <b>ma soeur</b> (my sister) <b>mon grand-père</b> (my granddad) <b>ma grand-mère</b> (my grandma)</p>	<p><b>mes grands-parents</b> (my grandparents) <b>mon oncle</b> (my uncle) <b>ma tante</b> (my aunt) <b>mon cousin</b> (my cousin m) <b>ma cousine</b> (my cousin f)</p>
<p><b>Je suis fils/fille unique</b> ( I am an only child)</p> <p><b>Je n'ai pas de frères ni de soeurs</b> ( I don't have any brothers or sisters)</p>		

Verb (9)	Noun (10)	Adjective (11)
<p><b>J'ai</b> (I have)</p> <p><b>Je voudrais</b> (I would like)</p> <p><b>J'avais</b> (I used to have)</p> <p><b>Je n'ai pas de</b> (I don't have)</p> <p>you don't need to use <b>un or une</b> after this)</p>	<p><b>un cochon d'Inde</b> (a guinea pig)</p> <p><b>un chat</b> (a cat)</p> <p><b>un lapin</b> (a rabbit)</p> <p><b>un chien</b> (a dog)</p> <p><b>un poisson</b> (a fish)</p> <p><b>un serpent</b> (a snake)</p> <p><b>un oiseau</b> (a bird)</p> <p><b>un hamster</b> (a hamster)</p> <p><b>une souris</b> (a mouse)</p> <p><b>une tortue</b> (a tortoise)</p> <p><b>une araignée</b> (a spider)</p>	<p><b>jaune/jaune</b> (yellow)</p> <p><b>rouge/rouge</b> (red)</p> <p><b>rose / rose</b> (pink)</p> <p><b>bleu (e)</b> (blue)</p> <p><b>vert (e)</b> (green)</p> <p><b>noir (e)</b> (black)</p> <p><b>gris (e)</b> (grey)</p> <p><b>blanc (he)</b> (white)</p> <p><b>violet (te)</b> (purple)</p> <p><b>marron / marron</b> (brown)</p> <p><b>orange / orange</b> (orange)</p>

Phonics (1)
<b>on/om</b> [on]
<b>aire/erre</b> [air]
<b>oi</b> [wa]
<b>eau</b> [oh]
<b>ui</b> [we]
<b>in/ain</b> [an]
<b>ou</b> [oo]
<b>eu</b> [uh]

Opinion (3)	Noun (4)	Connective	Quality Vocab (5)	Verb (6)	Intensifieur (7)	Adjective (8)
<p><b>J'aime</b> (I like)</p> <p><b>Je n'aime pas</b> ( I don't like)</p> <p><b>Je déteste</b> (I hate)</p> <p><b>J'adore</b> (I love)</p> <p><b>J'aime assez</b> (I quite like)</p> <p><b>J'aime beaucoup</b> (I really like)</p> <p><b>Je préfère</b> (I prefer)</p> <p><b>Je ne supporte pas</b> (I can't stand)</p>	<p><b>ma mère</b> (my mum)</p> <p><b>mon père</b> (my dad)</p> <p><b>mon frère</b> (my brother)</p> <p><b>ma soeur</b> (my sister)</p> <p><b>mon grand-père</b> (my granddad)</p> <p><b>ma grand-mère</b> (my grandma)</p> <p><b>mes grands-parents</b> (my grandparents)</p> <p><b>mon oncle</b> (my uncle)</p> <p><b>ma tante</b> (my aunt)</p> <p><b>mon cousin</b> (my cousin m)</p> <p><b>ma cousine</b> (my cousin f)</p>	<p><b>car</b> (because)</p> <p><b>parce que</b> (because)</p>	<p><b>à mon avis</b> (in my opinion)</p> <p><b>je pense que</b> (I think that)</p> <p><b>je crois que</b> (I believe that)</p> <p><b>selon moi</b> (according to me)</p> <p><b>je trouve que</b> (I find that)</p>	<p><b>il est</b> (he is)</p> <p><b>elle est</b> (she is)</p> <p><b>ils sont</b> (they (m) are)</p> <p><b>elles sont</b> (they (f) are)</p>	<p><b>très</b> (very)</p> <p><b>trop</b> (too)</p> <p><b>vraiment</b> (really)</p> <p><b>extrêmement</b> (extremely)</p> <p><b>assez</b> (quite)</p> <p><b>un peu</b> (a bit)</p> <p><b>complètement</b> (completely)</p> <p><b>totalemt</b> (totally)</p>	<p><b>bavard(e)</b> (chatty)</p> <p><b>drôle</b> (funny)</p> <p><b>égoïste</b> (selfish)</p> <p><b>gentil(le)</b> (kind)</p> <p><b>généreux/généreuse</b> (generous)</p> <p><b>intelligent(e)</b> (intelligent)</p> <p><b>optimiste</b> (optimistic)</p> <p><b> paresseux/paresseuse</b> (lazy)</p> <p><b>sportif/sportive</b> (sporty)</p> <p><b>têtu(e)</b> (stubborn)</p> <p><b>timide</b> (shy)</p> <p><b>stricte</b> (strict)</p> <p><b>travailleur/travailleuse</b> (hardworking)</p> <p><b>patient(e)</b> (patient)</p>

# YR 7 HISTORY: NORMAN CONQUEST & CASTLES



## HISTORICAL CONCEPTS

Assessment Objective 2:  
**Explaining**

Assessment Objective 3:  
**Sources & Interpretations**

**Causation:** why events happened.  
**Consequence:** what happened as a result of an event  
**Change:** what was different  
**Continuity:** what stayed the same  
**Importance/significance:** explaining why something mattered  
**Analytical Narrative:** explaining how a series of events were connected  
**Evaluate:** to come to a reasoned judgement

**Inference:** making judgements from sources  
**Message:** what a source says  
**Purpose:** why a source was created  
**Nature:** the type of source  
**Origin:** who created a source  
**Reliability:** trustworthy  
**Bias/biased:** one-sided  
**Utility:** what a source is useful for  
**Interpretation:** a view or opinion on the past

## WHO SHOULD BE KING?

**5th January 1066:** Edward the Confessor dies, leaving no heir. **Heir:** The next in line to the throne.  
**Edgar the Atheling:** Blood relative of Edward the Confessor. His father was promised the throne.  
**Harold Godwinson:** An Englishman & a powerful leader. His sister was married to Edward the Confessor.  
**William of Normandy:** A Norman and Duke of Normandy in France, cousin of Edward the Confessor.  
**Harald Hardrada:** A Viking, King of Norway. Most feared warrior in Europe. Claimed he was promised the throne.  
**6th January 1066:** Harold Godwinson is crowned King of England.  
**20 September 1066:** Harald Hardrada invades England with more than 10,000 men in 200 longships.  
**25 September 1066:** Harold Godwinson, defeats and kills Harald Hardrada at the Battle of Stamford Bridge.

## CASTLES:

**Motte and Bailey:** A wooden castle built of top of a hill with a wooden fence around an area at the bottom.  
**Stone/Square Keep:** A castle with a stone rectangular keep.  
**Concentric:** A castle with two or more curtain walls.

## CASTLE DEFENCE:

**Keep:** A tower built by wood or stone within the castle walls.  
**Moat:** Ditches around the castle filled with water.  
**Round towers:** A circular stone tower ranging in height.  
**Curtain Wall:** A thick stone wall around the castle for protection,  
**Machicolation:** Stone boxes that stuck out from the castle walls that had holes in for the floor for dropping hot oil or stones on attackers.  
**Arrow Slits:** A thin hole in the castle wall to fire arrows through.  
**Hoarding:** A covered wooden ledge around the top of the castle walls.

## THE BATTLE OF HASTINGS:

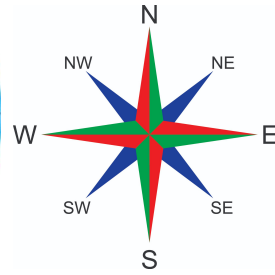
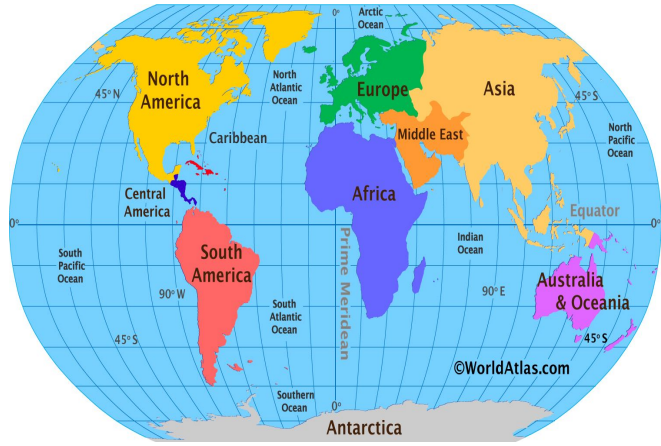
**27th September 1066:** William Duke of Normandy invades in the south of England.  
**14 October 1066:** The Battle of Hastings. William's army is victorious.  
**Fyrd:** Local, untrained peasant farmers who fought for Godwinson's army,  
**Housecarls:** Well-trained, experienced full-time fighters of the Godwinson's army.  
**Mercenaries:** Soldiers who fought for William because he had paid them to. Included:  
**Infantry:** Well trained, experienced full-time fighters.  
**Cavalry:** Highly trained full-time fighters & rode large, trained warhorses.  
**Archers:** Highly trained with a bow and arrow.  
**25th December 1066:** William was crowned.

## METHODS OF ATTACK:

**Fire arrows:** Arrows on fire.  
**Battering Ram:** A heavy object, swung or rammed against a door/wall.  
**Belfry Tower:** A covered ladder that provided shelter for attackers.  
**Catapult:** A device to shoot objects over or through castle walls.  
**Siege:** Surrounding the castle & cutting off vital supplies.  
**Mining:** Digging under the castle walls, usually the corners.



# Geography - Location, Location, Location!



Key word	Definition
<b>United Kingdom</b>	The country that consists of England, Scotland, Wales, and Northern Ireland
<b>Distance</b>	The amount of space between two places
<b>Scale</b>	The relation between the real size of something and its size on a map, model, or diagram:
<b>Contour</b>	A line on a map that joins points of equal height or depth, in a way that shows high and low areas of land:
<b>Topography</b>	The surface features of the earth like hills, mountains, valleys etc..
<b>Relief</b>	The difference between the highest and lowest heights of an area.
<b>Grid reference</b>	A position on a map that has been divided into squares by numbered lines going from one side to the other and from top to bottom so that you can find places easily on it
<b>Continent</b>	One of the seven large land masses on the earth's surface, surrounded, or mainly surrounded, by sea and usually consisting of various countries:

## Types of Geography

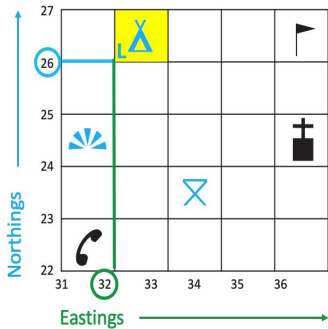
**Human geography** The impact of people on the earth

**Physical geography** The natural world without people

**Environmental geography** Human interaction with nature



## 4 Figure Grid References



The first two numbers give the eastings.

The second two numbers give the northings.

32 26

Along the corridor and up the stairs!

# Our Island Home

## INTRODUCTION TO THE UK



## GREAT BRITAIN



Great Britain, the largest island, consists of three countries - England, Wales and Scotland. Ireland is split into two - Northern Ireland and the Republic of Ireland

## WHAT IS THE UK BRITISH ISLES



The British Isles consist of two large islands. These islands are called Britain and Ireland.

## UNITED KINGDOM



The UK consists of the four countries of England, Wales, Scotland, and Northern Ireland. The Republic of Ireland is a

## FLAGS



NORTHERN IRELAND



SCOTLAND



WALES



IRELAND



ENGLAND



EUROPEAN UNION



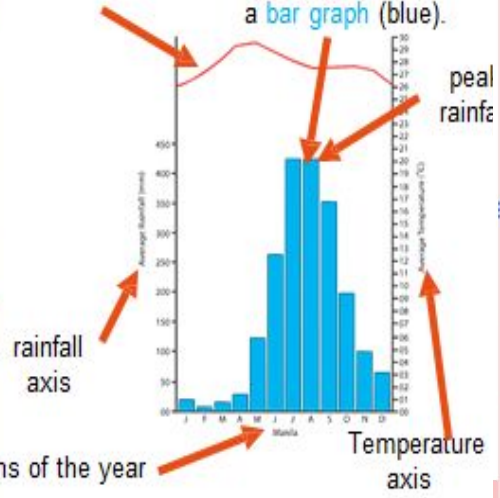
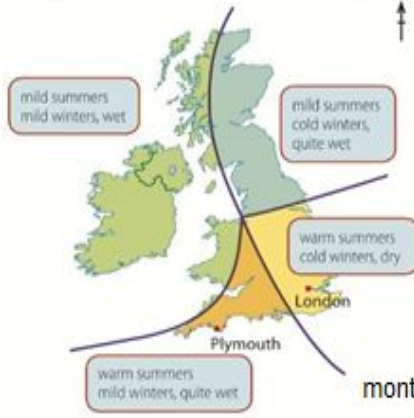
The United Kingdom, (UK), is located to the north-west of the continent of Europe. It has recently voted to leave a group of other countries known as the European Union- or the EU for short.

## Climate Graphs

Temperature is shown as a line graph (red).

Rainfall is shown as a bar graph (blue).

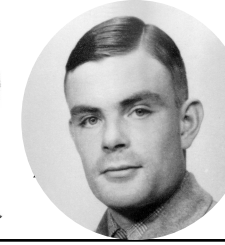
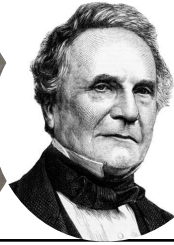
### Climate Zones of the UK N



United Kingdom	A country containing 4 country's, England, Scotland, Wales and Northern Ireland
Climate graph	average rainfall and temperatures typically experienced in a particular location.
Physical features	Like oceans, seas, mountains and rivers are natural.
Climate	The long term pattern of weather in a particular area.
Great Britain	Part of the United Kingdom made up of England, Scotland, and Wales
Precipitation	any liquid or frozen water that forms in the atmosphere and falls back to the Earth. It comes in many forms, like rain, sleet, and snow.
Political map	show the geographic boundaries between governmental units such as countries, states, and counties.
Region	A large area, often part of a county such as the South West region of the UK.
County	Historical administrative area such as Leicestershire.
Nation	A group of people with a strong sense of identity.

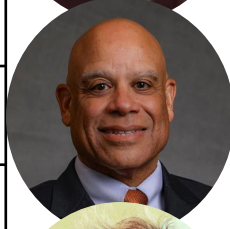
# Year 7 Computing

## Where it all began



### Key people in the history of Computing

Ada Lovelace (1815-1852)	Ada is considered to be the first computer programmer. She was the first to realise that a computer could be programmed to follow a series of simple instructions to perform a calculation, long before computers even existed
Charles Babbage (1791-1871)	Developed plans for two different types of computer long before computers were invented. His first, the Difference Engine, was partially completed in the early 1830s.
Alan Turing (1912-1954)	During World War II, he developed a machine that helped break the German Enigma code which some said shortened the war by upto 2 years and saved an estimated 14 million lives. His work prepared the way for modern computers.
Joan Clarke (1917-1996)	A mathematician best known as being the only woman to work as a code-breaker at Bletchley Park during the Second World War. She worked closely with Alan Turing to break the German Enigma code and ensure that many lives were saved.
John Von Neumann (1903-1957)	Invented a key technology that is still the basis for how all computers work today. This technology is called the Von Neumann architecture.
Dorothy Vaughan (1910-2008)	Worked at NASA as a computer but soon understood that her job was under threat from new electronic computers. She led the way for herself and other black women to learn to program by teaching herself and then her colleagues to ensure their jobs were safe. She became the first black female supervisor at NASA and her work helped to ensure that projects such as the moon landing were a success.
Katherine Johnson (1918-2020)	A mathematician whose calculations as a NASA employee were critical to the success of the first space flights. She checked the calculations of the computers, as they were new and known to have glitches, and worked out the flight paths for spacecraft for more than three decades.
Margaret Hamilton (1936-present)	Worked for NASA on the Apollo spacecraft as head of Software Engineering. She wrote the code for the spacecraft that first landed on the moon
Mark Dean (1957-present)	Known by many as the inventor of the PC. He invented lots of the key technologies still used in modern PCs including the colour monitor (screen) and the first GigaHertz processor.
Sir Tim Berners Lee (1955-present)	Inventor of the World Wide Web. He invented the idea of web sites and web pages and wrote the code for the first web browser.



# Year 7 Computing

## Introducing Computers

### Different Types of Computer

Desktop		Embedded Devices
Laptop		<p>Embedded devices are machines that aren't normally thought of as computers but have a computer chip in them to help them do their job better.</p> <p>Examples: Smartphone, Smart doorbell, Dishwasher, Digital Microwave, Smart Fridge, Car SatNav</p>
Tablet		
Server/ Supercomputer		
Games Console		

### INPUT DEVICES



KEYBOARD



MOUSE



JOYSTICK



SCANNER



WEB CAMERA



MICROPHONE

### OUTPUT DEVICES



MONITOR



PRINTER



SPEAKER



HEADPHONE



PROJECTOR

### A Computer is made up of...

Hardware	Anything to do with the computer that can be touched. E.g. Disks, monitor, keyboards, motherboard.
Software	Code that makes the hardware do something useful.
Input device	A device that allows a person to put data into the computer. E.g. Mouse, keyboard.
Output device	A device that allows a person to get data from a computer. E.g. printer, speakers.
Storage device	A device that lets you save your data, even when the power is turned off on your computer.

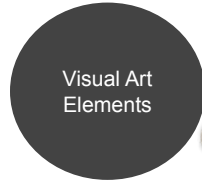
### Internal Parts of a Computer (Inside the box)

Motherboard	The main circuit board of a computer that holds all of the other parts together.
Processor/CPU	This carries out all the instructions in the computer.
Random Access Memory (RAM)	Short term storage for the computer. It stores things you haven't saved and apps you have open.
Hard Drive	A storage device that holds data permanently for when the computer is switched off.
Graphics Card	Is in charge of what appears on your screen. Any instructions or code to do with the video or picture on your screen is done by the graphics card.
Power Supply	Provides electricity to all of the internal parts of the computer

# 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.

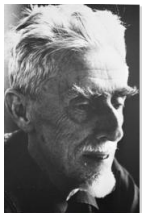


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes,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



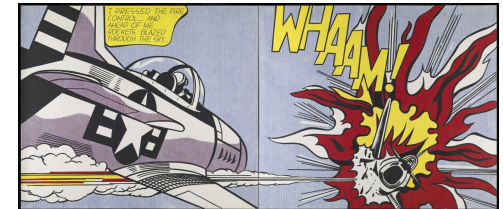
## How did Pop Art influence culture?

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.

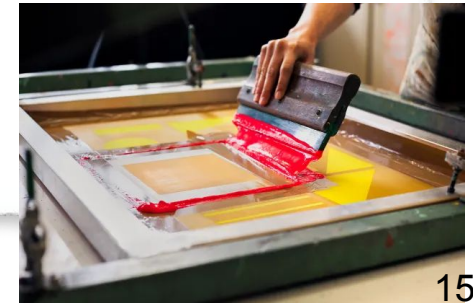
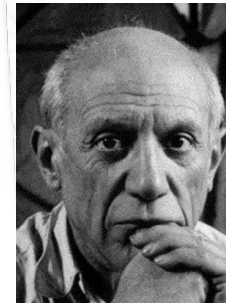
Shade

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 - 2D vs 3D

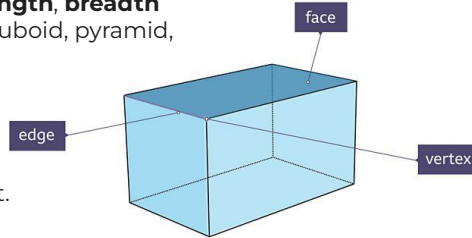
## Do all 3D ideas start from a 2D form?

A shape is **2D** if it is **flat**. 2D means it has **two dimensions: length and breadth** or **length and height**. 2D shapes include circle, triangle, square, rectangle, pentagon, hexagon.

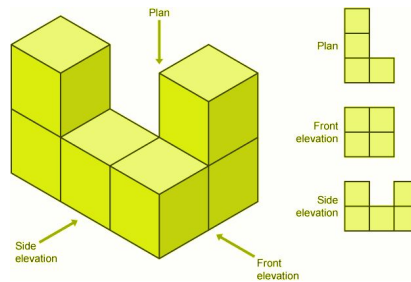
An object is **3D** if it has **three dimensions: length, breadth and height**. 3D objects include sphere, cube, cuboid, pyramid, cone, prism, cylinder.

### 3D shapes have faces, edges and vertices:

- A **face** is a flat surface.
- An **edge** is where two faces meet.
- A **vertex** is a corner where edges meet.
- The plural of vertex is **vertices**.



A cuboid has 6 faces, 12 edges and 8 vertices



When architects design buildings, they often sketch 2D drawings to show what the building will look like from each side. These drawings are called **plans** and **elevations**.

- The view from the **top** is called the plan.
- The view from the **front** and **sides** are called the **elevations** (front elevation and side elevation).

Some 3D shapes, like cubes and pyramids, can be opened or unfolded along their edges to create a flat shape.

The unfolded shape is called the **net** of the solid.

## What is 3D Design?

3D designing means planning and creating art projects that have height, width and depth. **Planning** out a design and making a small-scale model, also known as a **maquette** is useful for visualising the final design. There are some key things to think about when designing in 3D:

- the **size** and **scale** of the piece
- the **materials** that will be used
- the **cost** of creating the piece
- the **tools** needed
- any **health and safety** requirements
- the materials needed for **final touches** and the finish

## 3D Design

## How do you choose the right materials?

### Metals

Most metals are strong, hard and shiny materials that can be hammered into different shapes without breaking. They are good conductors of heat and electricity and some are magnetic. Their properties make them useful for objects such as cutlery, saucepans, cars and coins.



### Plastics

Plastics are materials made from chemicals and are not found in nature. They are strong and waterproof. They can be made into any shape by applying heat. Plastics are not magnetic. They are good insulators and don't conduct heat or electricity. They're used to make things like bags, bottles and toys.



### Glass

Glass is made by melting sand and other minerals together at very high temperatures. It is normally transparent and can be made into different shapes. Thick glass can be strong, but thin glass breaks easily. It's used for objects that need to be transparent, such as windows and spectacles.



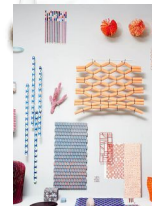
### Wood

Wood comes from trees. It is strong, flexible and long-lasting. It is an insulator of heat and electricity. It's used to make things such as furniture.



### Fabrics

Fabrics are made from thin fibres woven together. Different fabrics have different properties. They can be stretchy (a pair of tights), insulating (a woollen coat) or absorbent (a towel). Fabrics are used to make clothes as they are flexible, warm and do not wear out easily.



### Clay

Clay is a type of fine-grained natural soil material containing clay minerals. A firm but soft and sticky material, it can be moulded when wet as it becomes malleable, and is dried and baked to make bricks, pottery, and ceramics.



## Drama Keywords

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

<b>Tableau (x)</b>	A Dramatic Picture. Frozen in time. (Needs to be with 2 or more people.)
<b>Narration</b>	To tell a story, information of what is happening to the audience
<b>Mime</b>	Acting out a moment, action, feeling without WORDS.
<b>Split-staging</b>	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!)
<b>Physical Theatre</b>	Use of the body and movement to show a story, feeling, situation & object.
<b>Plot and Structure</b>	The story (Plot) scene by scene and order of scenes (Structure)
<b>Projection</b>	To speak loudly in for the audience to hear your words.
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Tone of Voice</b>	The emotion HEARD in your voice of this character.
<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>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.

## Drama Knowledge Organiser

Unit 1a: Introduction To Drama & Unit 1b: Shipwrecked

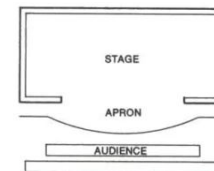
### Unit 1a: Introduction to Drama Themes & Context:

- We will look at the basic techniques and skills that underpin all drama work.
- We will make sure we can identify different skills and techniques in ourselves and others.

### Unit 1b: Shipwrecked Themes & Context:

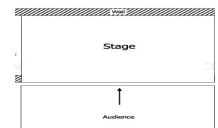
- Using the skills and techniques learnt in Unit 1a we will develop these into a Class piece of **Physical Theatre** and a scripted piece to show character.

### Performance Spaces:



**Proscenium Arch** -An arch/frame is created and the audience have one view point.

**End On Stage** - The audience have one view point.

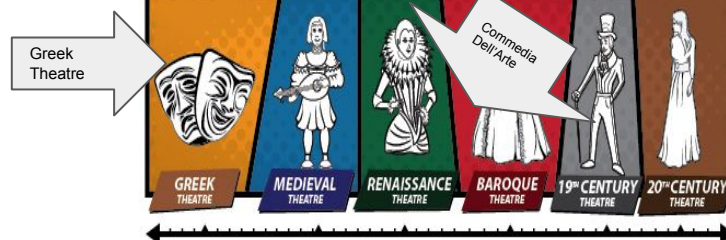




## Drama Keywords

<b>Mime</b>	Acting out a moment, action, feeling without WORDS.
<b>Physical Theatre</b>	Use of the body and movement to show a story, feeling, situation and object.
<b>Chorus</b>	Used in Greek Theatre, this is a group of people who narrate the play.
<b>Projection</b>	To speak loudly for the audience to hear your words.
<b>Tone of Voice</b>	The emotion HEARD in your voice of this character.
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion and TOWARDS others in your body.
<b>Pace</b>	The speed the dialogue is delivered to the audience.
<b>Dialogue</b>	The spoken text of a play - conversations between characters - is dialogue.
<b>Stock Characters</b>	A character in a drama or fiction usually based on a stereotype and that is recognisable as belonging to a certain genre.


Drama techniques, skills and lighting.



## Drama Knowledge Organiser

### Unit 2: History of Theatre: Greek Theatre and Commedia Dell'Arte

#### Greek Theatre Themes & Context:

- Started in Ancient Greece in the 6th Century.
- Tragedy* and *Comedy* were 1 two **genres** use  this is where the of the masks for drama originates.
- Masks** were worn by the actors to show character.
- Chorus work** is used by a group of actors to **narrate** the play instead of **Dialogue** used by the characters.



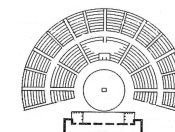
#### Commedia Dell'Arte Themes & Context:

- Began in Italy in the early 16th Century and quickly spread across Europe.
- This is the style of theatre that influenced many great drama pieces we know today such as Shakespeare, Pantomime and TV sitcom shows in the UK.
- There are three main types of characters; the servants, the masters and the lovers. This is where we get our **Stock Characters** from today.



#### Performance Spaces:

**Amphitheatre** - A type of stage from Ancient Greece where the seating is tiered in a semi circular arena around the stage. The space around it is open and it is outside.

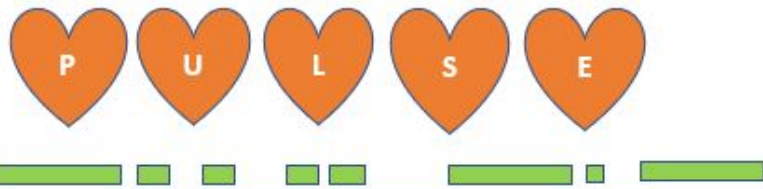


**Street theatre:** Traditionally Commedia Dell'Arte was performed in the streets with a simple backdrop on a horse driven cart.

# Musical knowledge - How to Read Music

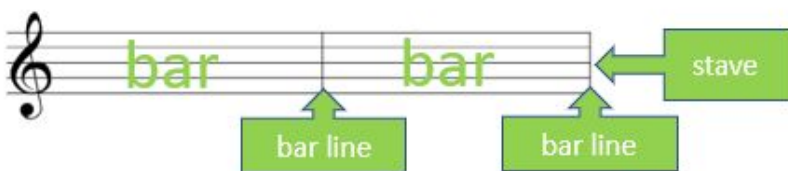
## Definitions

- Pulse** = the underlying count in the music. Like a heartbeat. You clap/dance to this. You *feel* it rather than *hear* it.
- Rhythm** = long and short notes, and the gaps between them:

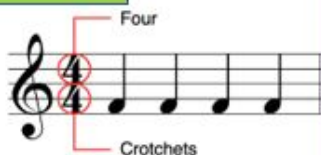


## Bars and time signatures

- Notes on the **stave** are divided up into **bars** by **bar lines**.



- The **time signature** = two numbers at the start of the music. It tells us **how many beats are in a bar: how we count in the piece**.
- The top number tells us how many **beats** are in a bar. The bottom number tells us what sort of beats they are.



## How to read rhythms

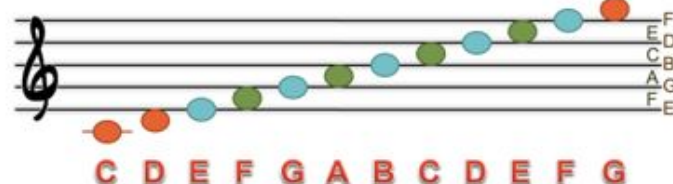
- These are the basic types of notes.** American note names are more logical: here, the UK names are in brackets.
- Rhythms can be made up of **any combination of notes or rests**, as long as each bar adds up correctly.

Note/Rest Name	Note Symbol	Rest Symbol	Note/Rest Value (Length)
Whole Note/Rest (Semibreve)	○	—	4 beats
Half Note/Rest (Minim)	♪	—	2 beats
Quarter Note/Rest (Crotchet)	♪	—	1 beat
Eighth Note/Rest (Quaver)	♪	—	1/2 beat

Pairs or 4s of quavers are beamed together. Remember each blob is a note.

## How to read pitches

- The blobs of the notes are arranged on the lines and spaces of the staff. The higher the blob on the staff, the higher the pitch.



- Notes alternate being on a line and in a space.
- Notes higher or lower than the staff have their own little line called a **ledger line**, like middle C shown above.
- You can remember the notes on the **lines** with 'Every Good Boy Deserves Football', and the notes in the **spaces** spell 'FACE'. Remember to go upwards when doing this!

## COMPONENTS OF FITNESS

**Cardiovascular Fitness** – being able to exercise the whole body for long periods of time

**Agility** – Change direction quickly with control

**Speed** – the rate in which you perform a movement

**Strength** – the amount of force a muscle can generate

**Power** – performing a forceful movement as quickly as possible

**Coordination** – moving two or more body parts together

**Muscular Endurance** - repeatedly using the same muscles without them getting tired.

**Balance** - maintaining your body's stability when static or moving.

**Flexibility** - the range of movement at a joint.

**Body Composition** - percentage of bone, muscle and fat.

**Reaction time** - ability of your body to reaction to a stimulus.

## FITNESS TESTS

CAN YOU LINK THE FITNESS TEST TO THE COMPONENTS OF FITNESS BEING TESTED?

- 12 Minute Cooper Run
- Bleep Test
- 1 Minute Press Up Test
- 1 Minute Sit Up Test
- Illinois Agility Test
- Ruler Drop Test
- Hand Grip Test
- Standing Broad Jump
- Vertical Jump
- 30 Meter Sprint
- BMI
- Sit and Reach Test
- Alternate Hand Wall Throw Test
- Standing Stork Test



## METHODS OF TRAINING

**Continuous** - working with no rest over a long period of time

**Circuit** - a series of stations to improve specific components of fitness

# YEAR 7 PE - NETBALL

## KEY TERMS

**Court** – The area netball is played on.

**Goal Third** – The 2 areas of the court including the shooting circle.

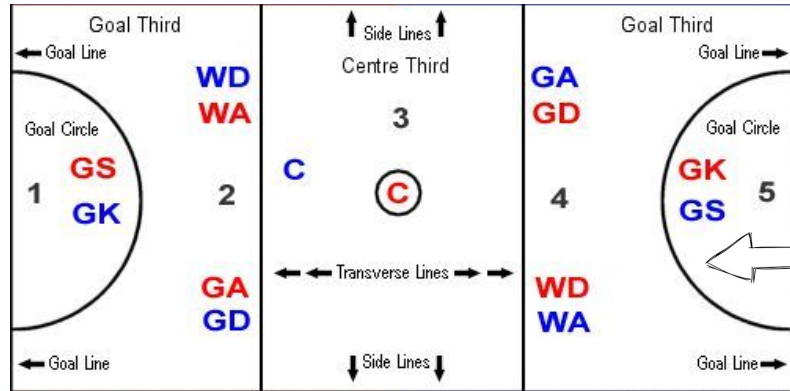
**Centre Third** – The area in the middle including the centre circle.

**Umpire** – The name of the person who officiates the match.

**Other areas of the court:** back line, side line, centre circle, shooting semi-circle.

**Intercept / Interception** – Gaining the ball by getting in between a pass from the opposing team.

**Possession** – Keeping the ball.



*A netball match lasts for 4 x 15 minute quarters = 1 hour*

## POSITIONS – BLUE TEAM

**How many players on 1 team?**

**Where can they go?**

Defence:

Attack:

GK – 1 & 2

GS – 4 & 5

GD – 1, 2 & 3

GA – 3, 4 & 5

WD – 2 & 3

WA – 3 & 4

C – 2, 3 & 4

**Which areas can the RED team go into?**



## RULES AND REGULATIONS

**Rules resulting in a FREE PASS** (Involves 1 player):

**FOOTWORK** – A player must not move their landing foot before passing the ball.

**OFFSIDE** – A player must stay in their playing area. See diagram above.

**HELD BALL** - The ball can only be held for 3 seconds by a player.

**REPLAYING** – A player must not bounce the ball to themselves when playing.

**Rules resulting in a PENALTY PASS** (Involves 2 players):

**CONTACT** – A player must not touch another player whilst on court.

**OBSTRUCTION** – Any player must stand 1 meter away from the player with the ball.

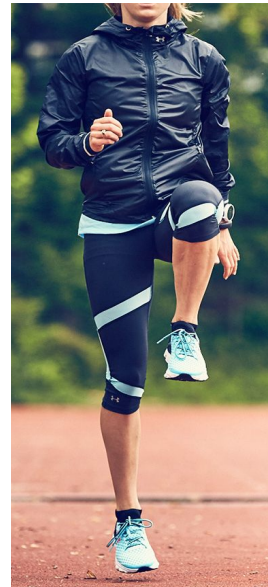
## HOW TO WARM UP FOR NETBALL AND OTHER SPORTS

A good warm up must consist of 3 parts;

1 – **Pulse raising** activity e.g. jogging

2 – **Stretches** (dynamic and static)

3 – **Skills practice** e.g. passing



## SKILLS IN ISOLATION

**Passing** – chest, shoulder, bounce.

**Handling** – Ball control.

**Catching** – 1 and 2 handed.

**Footwork** – landings, pivot.

**Evasion** – holding space, dodging.

**Shooting** – 1 or 2 handed.

**Defending** – stage 1 man to man, stage 2 defend the pass.



- ★ Which players can shoot in netball?
- ★ Which components of fitness do you need for netball?