

# Knowledge Organiser

YEAR

7



"You can achieve  
anything you set your  
mind to."

*MARY EARPS*



**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 increase to 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?

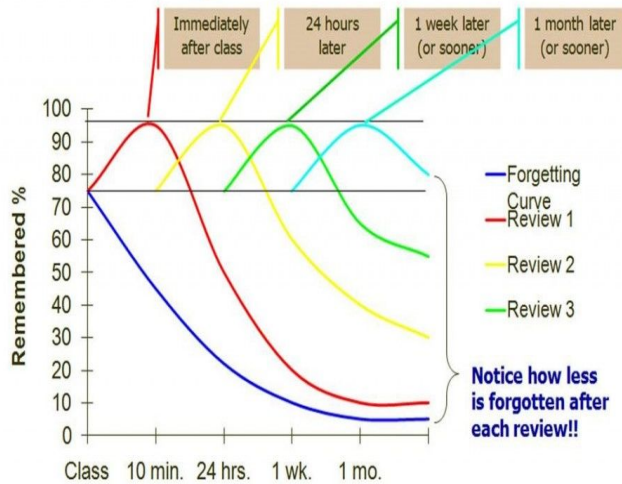
### **How will my teachers use them?**

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](#)

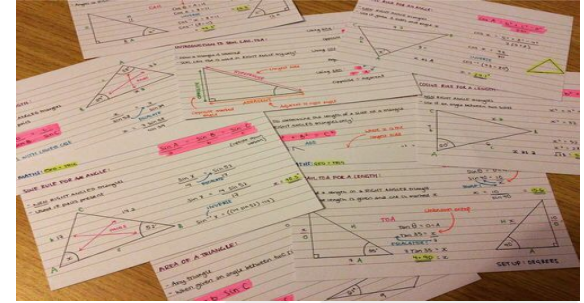
# How we learn at Redmoor

## 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](#)

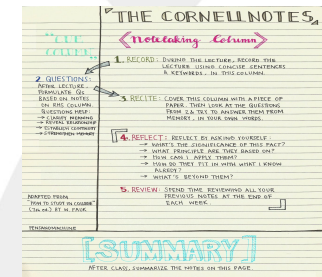
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## 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.

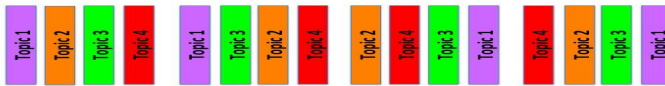
Eg. topic 1 cells, topic 2 digestive system

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.

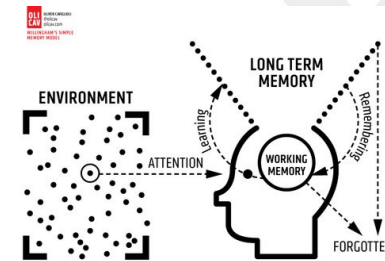
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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

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## Equipment

all students must have...



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

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

# Redmoor English Department: The Ruby in the Smoke

<b>CONTEXT: How does the novella help us to understand life in Victorian England?</b>	
<b>Victorian period</b>	The period of Queen Victoria's reign, from 1837 to 1901. Britain was a powerful nation.
<b>Women</b>	The rights of women were limited at this time. Women lived with hardships and disadvantages.
<b>British Empire</b>	The group of countries ruled over by one monarch.
<b>Indian Mutiny</b>	A violent uprising against the British ruling in India in 1857.

<b>BIG QUESTION: How are conventional mystery antagonists and protagonists presented?</b>	
<b>Conventional</b>	A usual or accepted way of behaving.
<b>Antagonist</b>	A character who strongly opposes, struggles against or competes with the protagonist.
<b>Protagonist</b>	The main character of a story, sometimes a hero to the audience.

<b>BIG QUESTION: How is the structure of the novel used for effect?</b>	
<b>Structure</b>	The order in which the events in a story occur. It is how you shape your story.
<b>Narrative voice</b>	The perspective the story is told from.
<b>Opening hook</b>	An opening that is designed to engage the reader.
<b>Cliffhanger</b>	A technique where the writer leaves the reader not knowing what will happen next.
<b>Flashback</b>	A part of a story that goes back to events in the past.

<b>BIG QUESTION: How does Pullman use language to achieve effects?</b>	
<b>Apronym</b>	An apronym is a name that matches the character or occupation of its owner.
<b>Animal imagery</b>	A description where the writer gives animal characteristics (features) to a human or non-animal.
<b>Dialogue</b>	A conversation between the characters in a story.
<b>Metaphor</b>	An imaginative way of describing something by referring to something else which is similar in a particular way.
<b>Personification</b>	A description where an idea or object is given human feelings or actions, or is spoken about as if it's human.
<b>Simile</b>	A description that uses 'like' or 'as' to make a comparison.

<b>VOCABULARY BOOST</b>	
<b>Word</b>	<b>Definition</b>
<b>Antagonise (verb)</b>	To anger someone enough to dislike and oppose you.
<b>Bohemian (adj)</b>	A person who is interested in artistic and unusual things and lives free of conventional rules.
<b>Conventional (adj)</b>	A usual or accepted way of behaving.
<b>Exploit (verb)</b>	To use someone unfairly for your own advantage.
<b>Patriarchy (noun)</b>	A society controlled by men in which they use power to their own advantage.
<b>Stereotype (noun)</b>	A set idea that people have about what someone or something is like.
<b>Villainous (adj)</b>	Having a cruel or wicked character.



# Redmoor English Department: Narrative Writing - The Mystery Genre

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

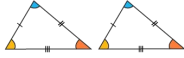

BIG QUESTION: How can sentences be manipulated to create effects?	
<b>Simple</b>	Has just one clause with a subject and a verb.
<b>Compound</b>	Joins two simple sentences together.
<b>Complex</b>	Communicates more than one idea but they are not equal. One part is a <b>main clause</b> and can stand alone. The other part, the <b>subordinate clause</b> , needs something else to support it.
<b>Embedded clause</b>	The subordinate clause goes into the middle of the sentence.
<b>Fronted adverbial</b>	The adverbial words or phrase is moved to the front of the sentence. Adverbials give more information to the sentence.



BIG QUESTION: How are words powerful?	
<b>Adjective</b>	Adjectives are describing words. In the phrase 'the red balloon', the word 'red' is an adjective.
<b>Adverb</b>	An adverb is simply a word that describes a verb. <i>He ate his breakfast <b>quickly</b>.</i>
<b>Noun</b>	A thing, such as an object, person or place. <b>Table, Wednesday</b> and <b>love</b> are nouns.
<b>Pronoun</b>	A pronoun takes the place of a noun in a sentence. Examples are <b>him, her</b> and <b>they</b> .
<b>Verb</b>	Describes an action (doing something), a state of being (feeling something) or an occurrence (something that's happening) E.g. <i>The rabbit was <b>jumping</b> in the field, or: the monster <b>likes</b> pizza.</i>
<b>Simile</b>	Compares two things using the words 'like' or 'as'. <i><b>The snake moved like a ripple on a pond.</b></i>
<b>Metaphor</b>	A word or phrase describing something as if it were something else. For example, <i><b>A wave of terror washed over him.</b></i>
<b>Personification</b>	Gives an inanimate object human feelings or actions. <i><b>The thirsty flowers begged for water.</b></i>
<b>Pathetic fallacy</b>	Giving nature human features. It is a type of personification.

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

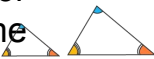
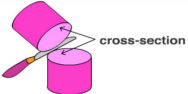
Key Word	Definition
<b>Narrative</b>	A story or account of a series of events.
<b>Mystery</b>	Anything that is kept secret or remains unknown.
<b>Convention</b>	A formal agreement/A formal meeting
<b>Protagonist</b>	The main character.
<b>Antagonist</b>	A villain who ends up in conflict with the protagonist.

# Know Your Maths Vocabulary

Calculate	Work out the answer
Centi-	100th - 100 parts
Congruent	Identical - size and angles 
Construct	Draw mathematically 
Correlation	Relationship between 2 sets of data
Credit	Money in
Debit	Money out
Equation	Has an = sign $(4x + 6 = 22)$
Estimate	Work out answer to 1 significant figure
Expand	Remove brackets by multiplying out
Explain	Show mathematically
Expression	A group of terms joined by + - x ÷ (e.g. $3x + 4y$ )
Factorise	Put in bracket(s) by finding highest common factor(s)
Formula	a rule written with mathematical symbols. (e.g. $\frac{1}{2} b x h$ )
Index Form	A power, is used to show that a quantity is repeatedly multiplied by itself. (e.g. $3^4$ )

Identity $3(x + 4) \equiv 3x + 12$	An equation that is true no matter what values are chosen $\equiv$
Inequality	Greater than $>$ $\geq$ or less than $<$ $\leq$
Integer	Whole number + or -
Irregular Shape 	Sides and angles are not all equal
Kilo	1000 1000 x larger
Make $x$ the subject	Rearrange an equation so $x$ is on its own (on one side)
Make a criticism	Show what is wrong / incorrect mathematically
Mean	Average
Median	Middle (when numbers in order)
Milli-	1000th 1000 parts
Mode	Most
Of	Multiply
Out of	Divide
Percent 	Out of / $\div$ 100
Perpendicular	Line at $90^\circ$ to another like a T 3

## Know Your Maths Vocabulary

Product	Answer when multiplying numbers
Prove	Show something is true mathematically
Pyramid	3D shape that has triangles coming to a point from the base
Reciprocal	1 divided by a number or vice versa (2 becomes $\frac{1}{2}$ )
Regular shape	All sides and angles are the same
Similar	Sides in same ratio (larger or smaller) but angles the same 
Sum	Total / Addition
Simplify	Rewrite in simplest way
Solve	Work out the value of the letter
Standard Form	$a \times 10^n$ , $a$ is a number bigger than or equal to 1 and less than 10 (e.g. $2.3 \times 10^3$ )
Term	Part of an expression (e.g. $4x$ )
Uniform cross-section	Same shape and size no matter where a prism is cut 

Prism



3D shape - has a constant cross section (same shape all the way through)

## Area Formulae

Circle

$$\pi \times r^2$$

Rectangle

base x height

Parallelogram

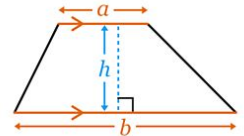
base x perpendicular height

Triangle

$\frac{1}{2}$  x base x perpendicular height

Trapezium

$\frac{1}{2}$  x (a+b) x height



## Formulae

Circle

circumference

$$C = \pi d$$

Simple Interest

$$P \times R \times T$$

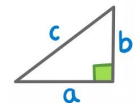
Compound Interest

$$P \times (1 + R)^T$$

P = Principal Amount R = Interest Rate T = Time

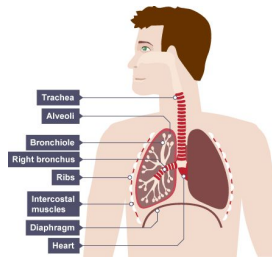
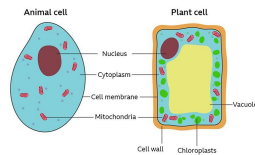
Pythagoras' Theorem

$$a^2 + b^2 = c^2$$



# 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?

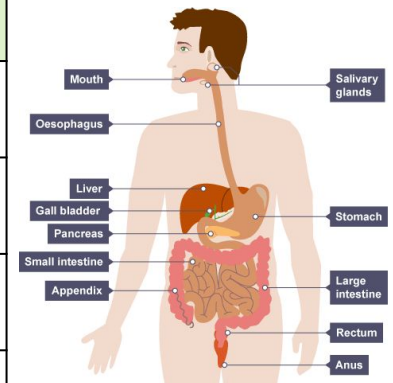
Respiratory system	Organ system where air is taken into and out of the body, gas exchange happens.
Breathing	(Ventilation) Process of moving air into and out of the lungs.
Oxygen	Gas breathed in and needed to carry out aerobic respiration.
Carbon dioxide	Waste gas produced by cells and breathed out.

### 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?

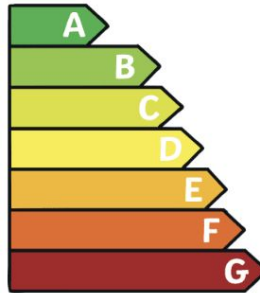
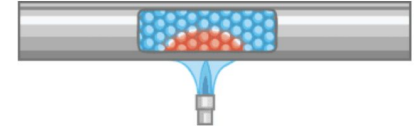
Drug	A substance that has an effect on the body.
Depressant	A drug that slows down messages in the brain and along nerves.
Stimulant	A drug that speeds up messages in the brain and along nerves.
Asthma	A condition that causes the airways of the respiratory system to become narrowed and filled with mucus.
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.

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

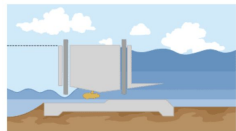
$$\text{Efficiency} = \frac{\text{Useful energy/power output}}{\text{Total energy/power input}}$$

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

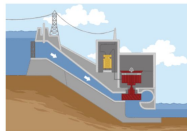
60 minutes = 1 hour  
60 seconds = 1 minute

### 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



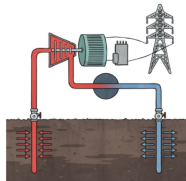
Hydroelectric



Solar



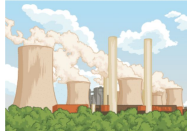
Wind



Geothermal



Biomass



Nuclear



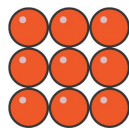
Fossil fuels

## BIG QUESTIONS:

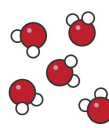
1. What are atoms and elements?
2. What are the patterns in the properties of elements?
3. How can we use the Periodic Table to predict element properties?
4. Describe the reactions of different elements.

## Redmoor Science Department

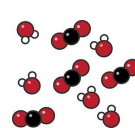
### Chemistry – The Periodic Table



Element



Compound



Mixture

Groups		Periods															
1	2	3	4	5	6	7	0										
	H						He										
Li	Be		B	C	N	O	F	Ne									
Na	Mg		Al	Si	P	S	Cl	Ar									
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og

Metals Non-metals

### 1. What are atoms and elements?

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

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

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

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

Period	A horizontal row in the periodic table.
Group	A vertical column in the periodic table containing elements with similar chemical properties.
Melting point	Temperature at which a substance melts.
Reactivity	How readily a substance reacts with another substance.

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

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

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

# French Unit 2 - Chez Moi



## Key Vocabulary

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

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

**Adjective** - used to describe a noun

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# YEAR 7 HISTORY: MEDIEVAL LIFE & POWER

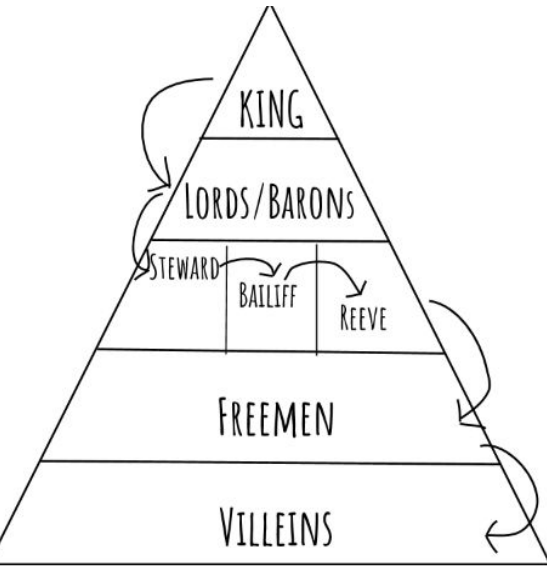


## EVERYDAY LIFE:

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

## JUSTICE:

**Tithing:** A group of 10 males over 12 who were responsible for each other in the eyes of the law.  
**Hue and Cry:** a loud cry calling for the pursuit and capture of a criminal. Everyone in the village would be expected to pursue the criminal.  
**Manorial Court:** The court within each Lord's land that would deal with law and order.  
**Jury:** A group of peers who would hear cases at court and decide if innocent or guilty.  
**Trial by Ordeal:** a painful/extreme trial to decide innocence/guilt through the judgement of God.  
**Trial by Combat:** a trial (fight) to settle disputes with no witness or confessions.  
**1066:** Trial by Combat introduced.  
**1215:** Trial by Ordeal abolished.



## RELIGION:

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

## POWER:

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

## THE BLACK DEATH:

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

## THE PEASANTS' REVOLT.

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

# Year 7 Geography - Coasts

## Key term

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

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

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

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

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

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

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

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

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

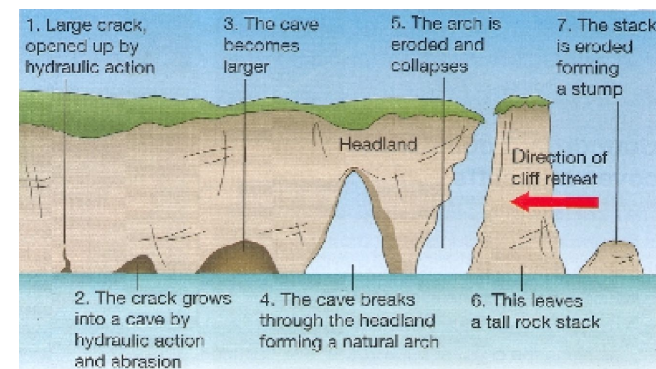
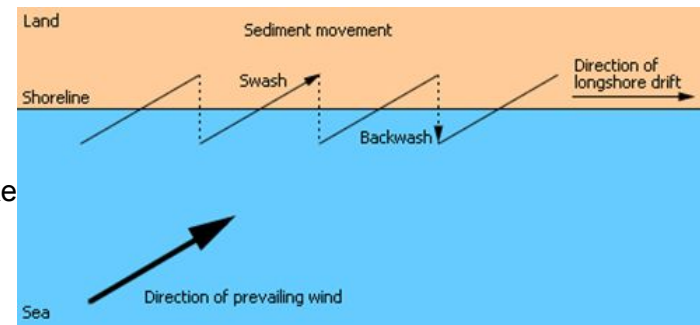
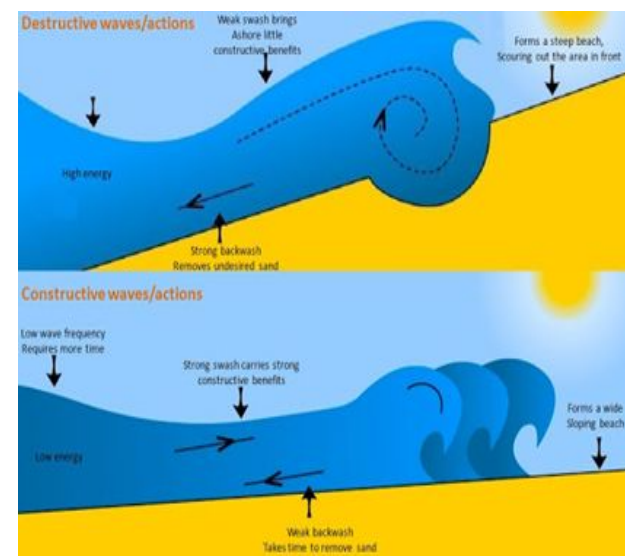
**Transportation** - the movement of material from one place to another

**Traction** - Large stones are rolled along the seabed.

**Saltation** - Smaller stones bounce along the seabed over one another.

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

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



# Geography - Africa

The average age across the population of Africa is 19 years. With only 15% of the world's people, Africa produces less than 5% of carbon dioxide emissions.

**Largest Country:** Algeria. This country is among the ten largest countries in the world.

The most populous country in Africa, however, is Nigeria, with more than 185 million people, but the country is only a third of the size of Algeria.

**Largest City:** Lagos in Nigeria. With more than 21 million inhabitants, Lagos is also one of the biggest metropolitan cities in the world and is estimated to become the world's largest city by 2100.

**Smallest Country:** Seychelles, which is an archipelago (nation of islands) in the Indian Ocean. On the African mainland, the smallest country is The Gambia.

## KIBERA - Kenya

- Largest slum in Kenya
- 60% of the people that live in Nairobi live in slums
- Between 800,000 and 1 million people live in Kibera
- 255 ha (around the size of 255 football pitches)
- Extremely high population density
- 1 meter of floor space per person
- There are around 100,000 orphans - this is due in part to the AIDS epidemic in Kibera

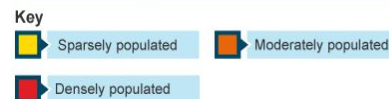
Africa is Not A Country!  
It's a Continent of 54 countries



## 16 Subject Specific Key Terms

<b>Africa</b>	One of the seven continents.	<b>Population Density</b>	The number of people in a given area. Usually measured in square km.
<b>Consumers</b>	Those who will purchase the finished product, e.g. someone who buys a chocolate bar from a shop.	<b>Population Distribution</b>	The spread of people across a given area; where people live.
<b>Country</b>	Humans have divided continents up into political units called countries. Africa contains 54 countries.	<b>Producers</b>	Those involved in supplying raw materials to sell on to companies who manufacture a product from this. Usually a farmer, e.g. cocoa producer.
<b>Equator</b>	The imaginary line that divides the northern hemisphere from the southern hemisphere. The equator runs through Africa, including Kenya, Uganda, Somalia and the DR Congo.	<b>Biome</b>	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.
<b>Fair Trade</b>	Trade between companies in richer countries and producers in poorer countries in which fair prices are paid to the producers.	<b>Pull Factors</b>	Reasons that attract people to the cities.
<b>Manufacturer</b>	The company who will turn the raw material into the finished product ready to sell on to the consumer, e.g. Cadbury's.	<b>Push Factors</b>	Reasons for people to leave rural areas.
<b>Migration</b>	The movement of people from one place to another.	<b>Safari</b>	An expedition to observe animals in their natural habitat, especially in East Africa.
<b>Population</b>	All the inhabitants of a particular place. In Geography, we normally mean people as the inhabitants.	<b>Tourism</b>	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 km<sup>2</sup>  
Sparsely populated areas have a **low** number of people per km<sup>2</sup>

## Welcome to Africa



# Year 7 Computing

## Python Programming - Edublocks

Key Term	Description
Code	The instructions for the computer telling it how to work.
Input	Where data is entered into a computer by a user/human.
Output	Where data is displayed by the computer. Examples include: text, images, sound, or video displayed on a monitor or through speakers.
Syntax	The rules for how the code is written. Another word for the spelling and grammar of your code.

Syntax error	Where the code doesn't work because of a mistake in the code or because of how it is written.
Logic error	A logic error is where the code works but it doesn't give the result that you wanted.
Variable	A place to store a single piece of data.
Selection	Where code is only run if a condition is met. This is when the computer is able to make a decision
Loop	Where code repeats. It can repeat forever, a set number of times or until a condition is met.
Blocks Programming	Using preset 'jigsaw pieces' containing code and joining them together to make a program.
Text Based Programming	Writing your own code by yourself by typing on the keyboard.

The **module 'time'** is imported.

The string 'Hello World' is output to the screen.

The 'time' function is set to 1. This will cause the program to pause for 1 second.

```
# Start Code Here
import time
print(" Hello World ")
time.sleep( 1 )
Name = input(" What is your name? " )
for i in range( 3 ):
    print(" Name ")
    time.sleep( 0.5 )
```

A **variable** called 'Name' has been created. The string 'What is your name?' is output to the screen. The user will input their name with their keyboard. Their name will be stored in

A **FOR loop** is set to iterate (loop) 3 times.

These two lines of code are in the **FOR loop** so for 3 times the contents of the **variable 'Name'** will be output to the screen, and then there will be a pause for 1/2 second.

# 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.

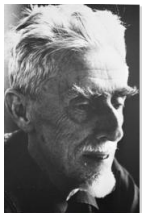
Visual Art Elements

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?



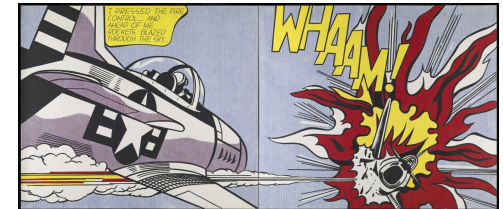
## How did Pop Art influence culture?

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.

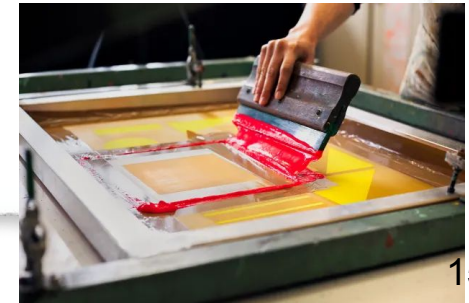
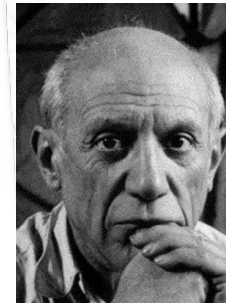
Shade

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

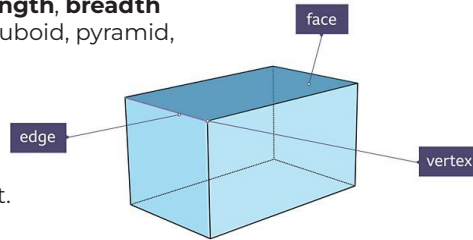
## Do all 3D ideas start from a 2D form?

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:

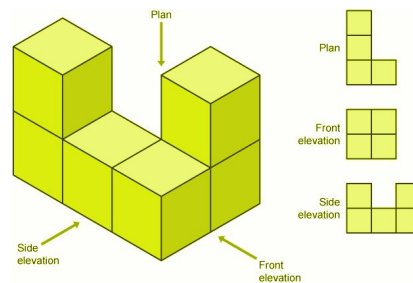
- A **face** is a flat surface.
- An **edge** is where two faces meet.
- A **vertex** is a corner where edges meet.
- The plural of vertex is **vertices**.



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.



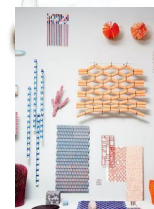
### Glass

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

<b>Stimulus</b>	A starting point for a piece of Drama which gives you ideas. It could be a picture, a story, a poem or a song.
<b>Mime</b>	Acting out a moment/action/feeling without WORDS.
<b>Physical Theatre</b>	Use of the body & movement to show a story/feeling/situation/object.
<b>Split-staging</b>	Two scenes performed at the same time on stage, but the technique of this needs to be used to help the audience know where to focus.
<b>Transitions</b>	A change from one scene to another. Smooth Transitions in Drama are key!
<b>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion towards others with your body.
<b>Facial Expression</b>	Using your face to show the emotions of the character.
<b>Pace</b>	The speed the dialogue is delivered to the audience, or the speed of the movement.
<b>Wash</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. You could use a torch to do this.

Drama techniques, skills and lighting.

## Year 7 Drama - Spring Term 1 The Rime of the Ancient Mariner

### Key Knowledge

- You will continue to develop your performance skills - both vocally and physically in this unit
- You will develop your creativity and imagination by making scenes in groups, using The Rime of the Ancient Mariner as a stimulus
- You will think about the characters in the story, and respond to their experiences using performance and writing in role
- You will get to use set, props and lighting to enhance your performances



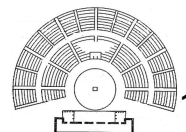
## Year 7 Drama - Spring Term 2 History of Theatre

### Key Knowledge

- Theatre started in Ancient Greece and we are still influenced by many of these original practices today
- Tragedy* and *Comedy* were the two **genres** used - this is where the symbol 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
- Some Greek theatres still exist and we can learn from them what going to the theatre in Ancient Greek times was like



**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.

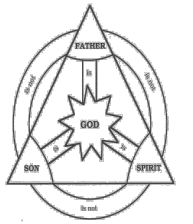
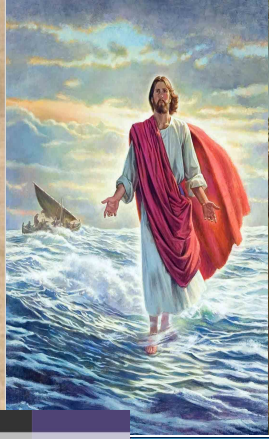
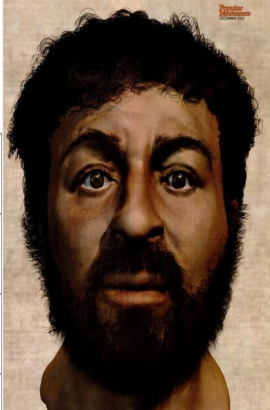




# Morals and Ethics

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

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



**HOLY WEEK**

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

**Matthew 29:31-46**

Depart

Left Hand

Cursed

Gave me no meat

Gave me no drink

Took me not in

Clothed me not

Visited me not

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

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

Includes Bookmark Idea

Inherit the Kingdom

Right Hand

Blessed

Gave me meat

Gave me drink

Took me in

Clothed me

Visited me



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

# Year 7 Music: The Elements of Music

Types of Texture		
Type	Definition	Diagram
Monophonic	a single, unaccompanied melodic line	
Homophonic	melody with accompaniment	
Polyphonic	more than one melody performed at the same time	
Heterophonic	two melodic lines that follow each other, but with more ornamentation in the main melody	

Types of Musical Forms or Structures		
Type	Definition	Diagram
Monothematic	a piece of music based on a single melodic idea	
Binary	a piece of music with two main sections! A B or A A B B	
Ternary	a piece of music with three sections, the third is a return to the first! A B A	
Rondo	a piece of music with a return to the first section with a different section in between A B A C A	

There are 8 elements of music. Silence is also an element.

## Musical Elements

- Timbre** *Sound quality*
- Pitch** *High or low sounds*
- Texture** *How many sounds?*
- Tempo** *Fast or slow?*
- Duration** *Long or short?*
- Structure** *The musical plan*
- Dynamics** *Loud or quiet?*

### STRING FAMILY

violin, viola, cello, double bass, harp

### WOODWIND FAMILY

piccolo, flute, bass clarinet, saxophone, clarinet, oboe, English horn, bassoon, contra-bassoon

### BRASS FAMILY

trumpet, French horn, trombone, tuba

### PERCUSSION FAMILY

triangle, woodblock, guiro, maracas, tambourine, claves, cymbals, snare drum, bass drum, temple blocks, xylophone, orchestra bells, timpani

## TEMPO

<b>Largo</b> very slow (40-60)	<b>Adagio</b> slow (66-76)
<b>Moderato</b> medium (106-120)	<b>Allegro</b> quickly and bright (112-124)
<b>Andante</b> at a walking pace (76-106)	<b>Presto</b> very fast (166-200)

	crescendo getting louder
<b>ff</b>	fortissimo very loud
<b>f</b>	forte loud
<b>mf</b>	mezzo forte medium loud
<b>mp</b>	mezzo piano medium quiet
<b>p</b>	piano quiet
<b>pp</b>	pianissimo very quiet
	diminuendo getting quieter

### Note Values - Duration

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

# Year 7 PE - Football

## KEY TERMS

Possession	Throw in	Penalty
Jockeying	Corner	Offside
Distribution	Free kick	
Tactics	Under pressure	

## SKILLS IN ISOLATION

Passing	Tackling
Dribbling	Heading
Running with the ball	
Volleying	Control

## CONDUCTING A WARM UP

Phase 1: Pulse raiser – jogging, high knees, heel flicks, jockeying

Phase 2: Stretches – static and dynamic

Phase 3: Skill related – passing, dribbling, heading etc..



## RULES AND REGULATIONS

- Game is started by a kick off in the centre of the pitch.
- In a full sided game each team consists of 11 players.
- If the ball goes off the side of the pitch it is a throw in to the team that didn't touch the ball last.
- If the ball goes off the end of the pitch it is a corner or a goal kick depending who the ball touched last.
- Depending on where the incident takes place, a free kick or a penalty is awarded if the player in possession of the ball is illegally infringed.
- The goalkeeper is the only player allowed to touch the ball with their hands and can only do this inside their 18 yard box.
- To score a goal, the ball must cross the opposition's goal line.
- If a player is past the opponent's last defender and in the opposition half when the ball is passed they are offside and a free kick is awarded to the opposition team.

## POSITIONS

**Goalkeeper** – the player who can use their hands and is the last line of defence to stop the ball entering the goal.

**Defenders** – players who have the main responsibility to stop the opposition from scoring. They also start the attacks.

**Midfielders** – lie between the defence and the attack. Responsible for stopping oppositions reaching the defence and providing the attackers with opportunities to score.

**Strikers** – responsible for scoring and setting up goals.

- ★ What components of fitness do you need for football?
- ★ What are the 3 parts of a warm up called? Could you demonstrate them in a lesson.

## YEAR 7 PE - HANDBALL

### What is handball?

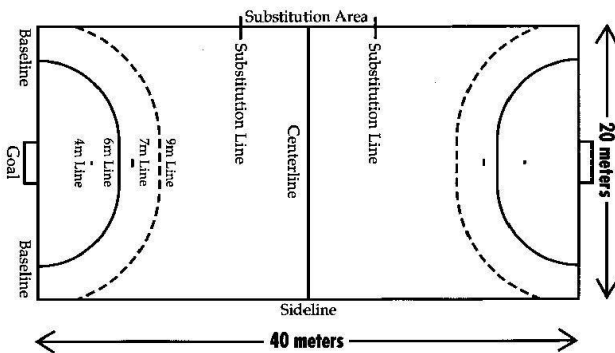
Handball is a team sport played with two opposing teams. Each team has 7 players in total, with 6 outfield players and one goalkeeper. The players are allowed to handle and throw the ball using their hands, but they must not touch the ball with their feet.

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

### How does a game of handball start?

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

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



## HANDBALL RULES

### Attacking – DOs

Throw and catch the ball using hands & arms.

Pass the ball to a teammate.

Take a maximum of 3 steps with the ball.

Bounce the ball with one hand and catch it again.

Play outside the goal area.



### Defence – Dos

Use your hands to block the ball.

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

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

Fair play

Stay outside the goal area



### Attacking – DON'TS

Block or kick the ball using your feet.

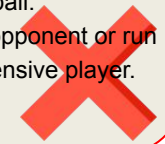
Hold the ball for more than 3 seconds.

Take more than 3 steps with the ball.

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

Enter the goal area with the ball.

Charge an opponent or run into a defensive player.



### Defence – DON'TS

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

Hold, push, run, jump into an opponent.

Endanger the opponent.

Interfere in with a free throw.



# Literacy

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

Roald Dahl

## Questions to become an active reader...

Which sentences could help you to sum up the entire passage?

What do you think is going to happen next?

What did you think about as you read?

What else do you know about the topic?

What questions do you have about the book?

Which words do you not know or understand?

What clues from the passage help you to remember what has already happened?

How could you describe what you have just read to someone else?



## Key Vocabulary for our book discussions

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

## Key Vocabulary for Talking Points

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

## ABC Sentence Starters

**ADD:** To add a new idea to what someone else has been saying:

I would like to add to this...

I would have to agree with you because...

We might also consider...

Adding on to the previous comment...

**BUILD:** To build on what someone else has been saying:

This could be developed by considering...

This links to...because...

Building onto this...

Taking this one step forward...

**CHALLENGE:** To challenge someone's ideas and offer the opposite viewpoint:

I would challenge this idea because...

From another perspective you might argue that...

Although I can see why \_\_\_ thinks... I disagree because...

On the other hand this idea could be challenged because...