

Knowledge Organiser

YEAR

7

"Science, for me, gives a partial explanation for life. In so far as it goes, it is based on fact, experience and experiment."

ROSALIND FRANKLIN

**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?

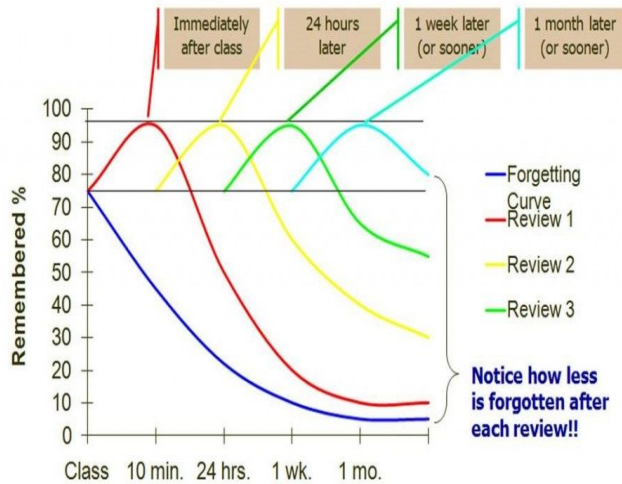
How will my teachers use them?

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](#)

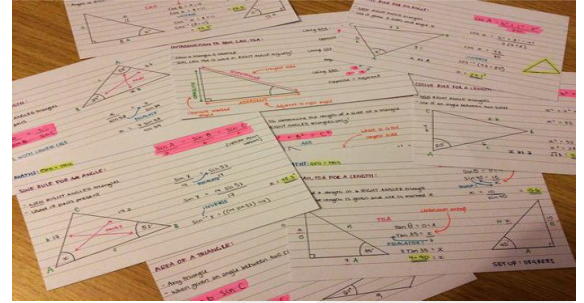
How we learn at Redmoor

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](#)

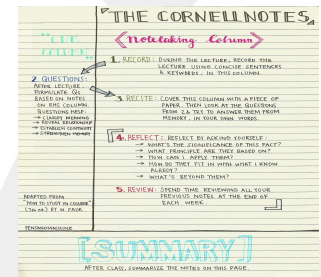
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

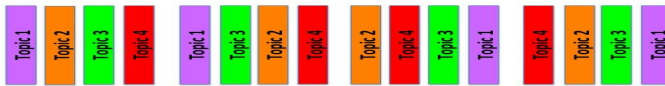
Eg. topic 1 cells, topic 2 digestive system

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.

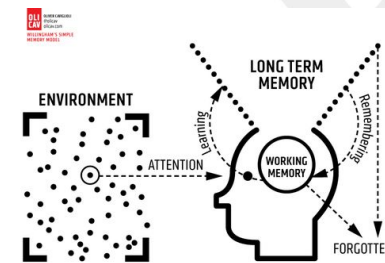
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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

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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: Language is Power

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

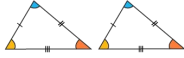

Text Type	Features
<b>Formal letter</b>	<ol style="list-style-type: none"> <li>Your address in the top right hand corner, followed by the date</li> <li>Their address left hand corner</li> <li><b>Dear Sir/Madam</b> if name unknown</li> <li>Yours sincerely if you know the person's name to whom you are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



Rhetorical Methods	Definition and example
<b>Rhetorical Question</b>	A question often used to persuade, not needing an answer as there is only one answer you are able to give: "Would you send your child to a failing school?"
<b>Emotive Language</b>	This term is used when certain word choices are made to evoke an emotional response. Emotive language often aims to persuade the reader to share the writer's point of view, using language to stimulate emotion reaction.
<b>Contextual References</b>	These are often used to exemplify a writer's point of view. They comment on what is happening in the world to support their argument.'
<b>Anecdote</b>	A short amusing or interesting story about a real incident or person.
<b>Inclusive Language/Direct Address Pronoun</b>	A pronoun takes the place of a noun in a sentence. E.g 'I', 'me', 'she'. Inclusive language such as we/together, as one... Direct address "You must agree with me" All of these techniques are involving the reader, making them feel as if they already agree with your argument.
<b>Repetition</b>	Repetition occurs when you use the same word or phrase more than once. E.g 'I did not sit down and I did not listen.'
<b>Simile</b>	A simile is a comparison of two things by using the words 'like' or 'as'. E.g 'she was as sweet as a honeybee.'
<b>Statistics</b>	Giving examples of research, questionnaires etc. can be very persuasive.
<b>Powerful Quotations</b>	Quotations relating to your subject/argument from people who are in a position of authority. For instance in an article about healthy eating for teenagers, both a doctor and a parent could be used to persuade through quotation.
<b>Fact/opinion</b>	A fact is something that can be proven as true or false whereas an opinion is an expression of a person's feelings that cannot be proven.

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

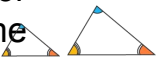
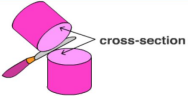
Extended Vocabulary
<b>Vehemently:</b> in a forceful, passionate, or intense manner; with great feeling. 'She was vehemently opposed to the idea'
<b>Incensed:</b> very angry; enraged. 'Jake glared back at her incensed'
<b>Abhorrent:</b> inspiring disgust and loathing; repugnant. "racism was abhorrent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

# 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. $d = st$ )
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 <b>3</b>

## 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

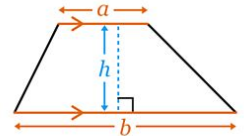
base x perpendicular height

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

$$P \times R \times T$$

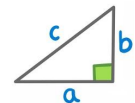
Compound Interest

$$P \times (1 + R/100)^T$$

P = Principal Amount R = Interest Rate T = Time

Pythagoras' Theorem

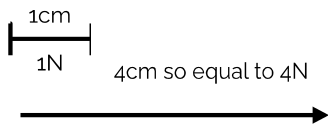
$$a^2 + b^2 = c^2$$



## BIG QUESTIONS:

1. Do forces really exist or are they just a way of describing situations?
2. Where do forces come from and what are they?
3. Why is there so little friction on some surfaces, like ice, but not on others, like wood?
4. How are weight and mass different and why is that important?

Arrows are used to represent the forces acting on an object



Thrust



Thrust is greater than drag. The force arrow is bigger in length. The car is accelerating.

Weight

Reaction force and weight are equal. Force arrows are the same length.

Reaction force

## Forces

### 2. Where do forces come from and what are they?

Air resistance	A force that acts on an object which is moving through air. Air resistance acts in the opposite direction to the direction of movement, so it acts to slow down the moving object
Drag	A force that acts on an object which is moving through a fluid (a liquid or gas) in the opposite direction to its movement, so its effect is to slow down the moving object.
Streamlining	Where the shape of an object causes little resistance in air or in water.
Thrust	The force which acts on a moving object to cause it to move. Thrust is often generated by an engine, for example in a car, rocket or aeroplane.

### 1. Do forces really exist or are they just a way of describing situations?

Force	A force is a push or a pull that acts on an object due to the interaction with another object. It is measured in Newtons (N).
Contact force	A force that acts between two objects that are physically touching.
Non-contact force	A force that acts between two objects that are not physically touching.
Free body diagrams	Show the forces acting on an object in a free body diagram. The arrows represent the size and direction of the forces acting.
Resultant force	The overall force acting on an object.

### 3. Why is there so little friction on some surfaces, like ice, but not on others, like wood?

Frictional forces	Forces which resist an object moving
Friction	Friction is a contact force. It acts against the movement of an object.
Lubrication	Applying a slippery substance to two surfaces to reduce friction. Oil is a common lubricant which is applied to moving parts in machines, like the chain and gears on a bike.

### 4. How are weight and mass different and why is that important?

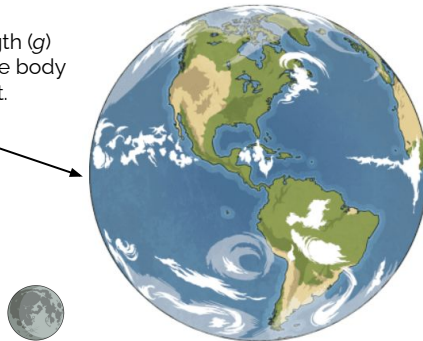
Weight	This is the force that acts on an object that is within a gravitational field.
Mass	A measure of the amount of matter an object is made out of. Mass is measured in kilograms (kg).
Gravitational field strength	The force that attracts one kilogram towards another massive object, like a planet. Gravitational field strength has the symbol $g$ and it is measured in newtons per kilogram (N/kg).

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

Gravitational field strength ( $g$ ) depends on the size of the body acting on the object.

$g$  on Earth is  $9.8\text{N/kg}$ . The Moon is 6 times smaller than the Earth, and so has a value of  $1.6\text{N/kg}$  for  $g$ .

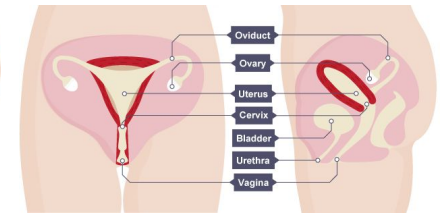
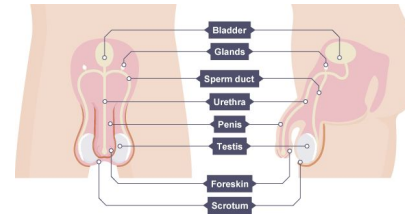
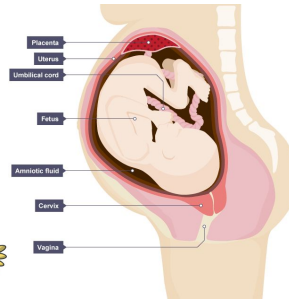
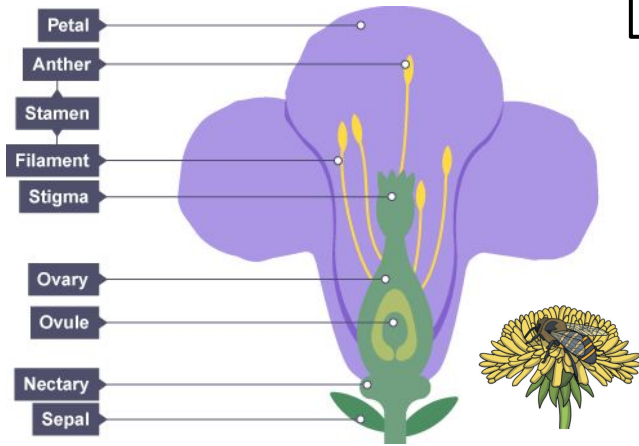
$$\text{Weight} = \text{Mass} \times \text{Gravitational field strength}$$



Reproduction

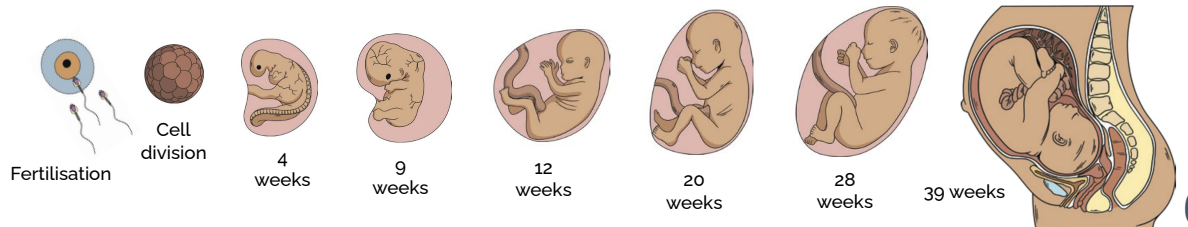
BIG QUESTIONS:

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



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

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



# Unit 3 - Mon Temps Libre

Quelle heure est-il? What time is it?

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

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

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

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

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

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

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

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

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

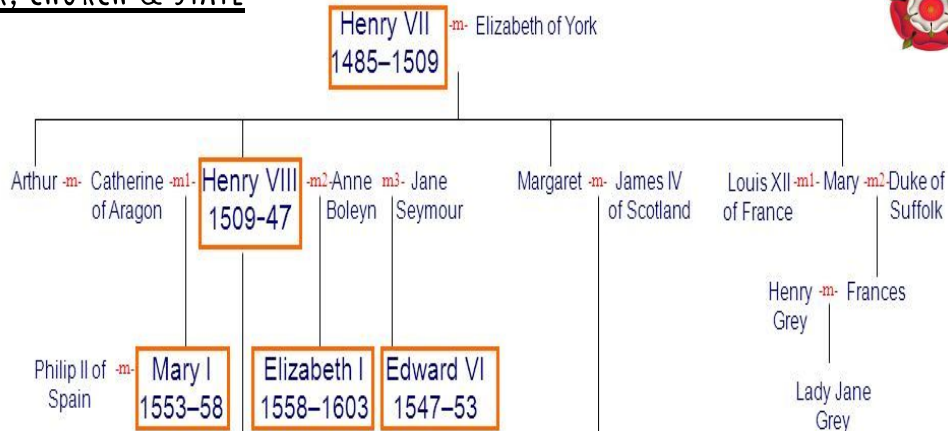
**Tu fais quels sport?** What sports do you do?

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

## Key Terms:

# YEAR 7 HISTORY: POWER, CHURCH & STATE

## Tudor Family Tree



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

## Major Events

### Battle of Bosworth – 22nd August 1485

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

### Henry VIII's Six Wives:

**1st:** Catherine of Aragon – Divorced (child: Mary I)

**2nd:** Anne Boleyn – Beheaded (child: Elizabeth I)

**3rd:** Jane Seymour – Died (child: Edward VI)

**4th:** Anne of Cleves – Divorced

**5th:** Catherine Howard – Beheaded

**6th:** Catherine Parr – Survived

### Spanish Armada -1588:

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

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

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

### The Civil War – 1642-1651

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

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

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

### Glorious Revolution - 1688

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

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

**Monastery** - a place where monks lived and worked

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

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

**Pope** - head of the Roman Catholic Church

**Papal Decree** - a decision or judgement made by the Pope

**Annulment** - to end or get rid of something

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

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

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

**Illegitimate** - born of parents not lawfully married to each other

**Heir** - person next in line to the throne

**Reformation** - break up of the Catholic Church

**Succession** - act of inheriting title of monarch

**Latin** - language of Bible and church services in Catholic Church

**Nobles** - a person of high rank

**Lady Jane Grey** - Nine day Queen following Edward VI

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

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

**Poor Law** - 1601

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

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

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

**Armada** - fleet of warships

**Vagabondage** - homelessness, wandering without purpose

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



# Year 7: Weather & Climate

Key Term	Definition
Weather	The day to day, hour to hour state of the atmosphere.
Climate	The average weather conditions over a long period of time.
Global Warming	The rise in the average temperature of the earth's surface.
Greenhouse Effect	The retention of the heat in the atmosphere caused by the buildup of greenhouse gases.
Greenhouse Gas	The gases responsible for global warming - carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons).
Precipitation	rain, snow, sleet, or hail that falls to or condenses on the ground.

Key Term	Definition
Tropical Storm	A tropical storm is a very powerful low-pressure weather system which results in strong winds (over 120km/h) and heavy rainfall (up to 250mm in one day). In the US and Caribbean they are known as <b>hurricanes</b> , in South Asia - <b>cyclones</b> and in East Asia - <b>typhoons</b> .
Primary Effects	Things that happen immediately as a result of a natural hazard.
Secondary Effects	Things that happen in the hours, days and weeks after the initial hazard.
Short-term or Immediate Response	A response in the days and weeks immediately after a disaster has happened. Short-term responses mainly involve search and rescue and helping the injured.
Long-term Response	Responses that go on for months and years after the disaster. It involves rebuilding destroyed houses, schools, hospitals etc. It also involves kick-starting the economy.
Extreme weather	Extreme weather is when a weather event is significantly different from the average or usual weather pattern.

## What affects the UK's weather?

The factors that affect climate?

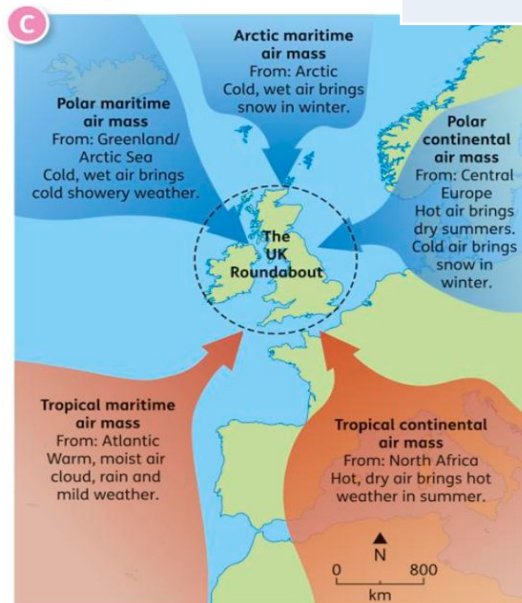
1. Latitude: A diagram shows the sun's rays hitting the Earth at different angles, with the equator receiving the most direct rays.

2. Prevailing wind: A photograph of a coastal landscape with a tree leaning due to strong winds.

3. Altitude: A photograph of a high mountain peak with snow-capped slopes.

4. Ocean Currents: A world map showing major ocean currents like the Gulf Stream and Atlantic Drift.

5. Distance from the sea: A photograph of a beach with waves crashing against the shore.



Air masses affecting the UK



# Year 7 Geography - The Geography of Sport

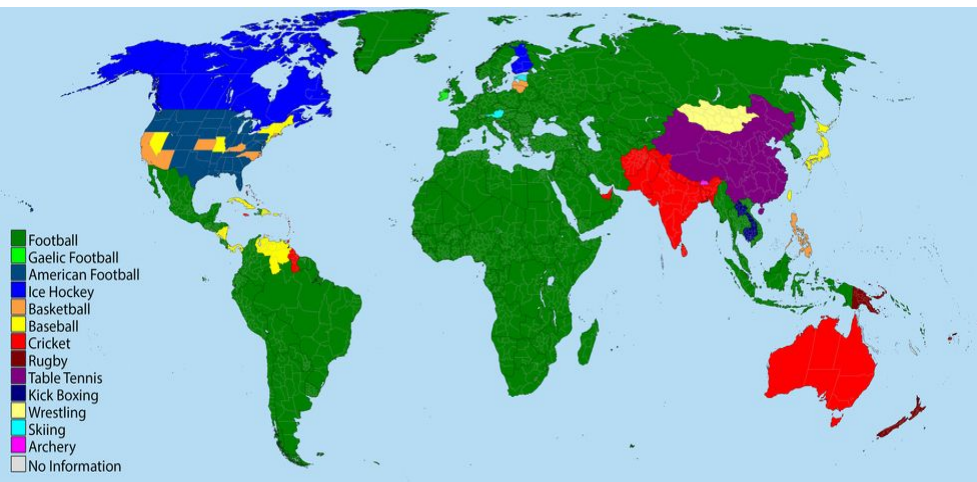
Key term	Definition
Sports worker	Someone who works in the sports industry such as a coach or swimming teacher.
Globalisation	Organisations and ideas on a worldwide scale.
Leisure	Free time when people are not working, traveling, studying or doing basic activities like sleeping.
Recreation	Activities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



Countries that have official Liverpool Football Club supporters clubs










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

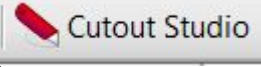
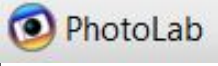
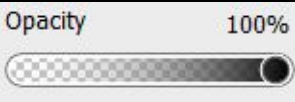
Foreign players in the English Premier League, 2018



# Year 7 Computing

## Creating Digital Images

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

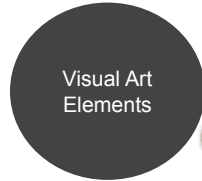
Serif DrawPlus Advanced Tools	
	Remove backgrounds from pictures
	Launch photoLab to apply filters and effects to an image
	Set the image to be see-through. 0% would be invisible, 50% would be half see-through

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

# Year 7 Art - Visual Art Elements

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

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

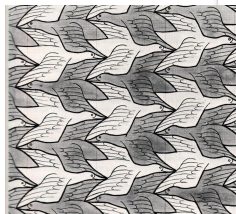
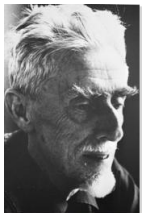


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes,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

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

### 5 facts about the artist

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



## What is colour theory?

The colour wheel helps us understand the relationships between colours.

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

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

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

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

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

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

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

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

# Year 7 Art - Pop Art

## Why was Andy Warhol successful?

1. His birth date was never recorded at a hospital. Andy Warhol liked to change his birthday and make up stories about his youth when doing interviews with the press.
2. He once said that "good business is the best art."
3. In 1961 Andy Warhol came up with the **concept** of using mass-produced **commercial** goods in his art. He called it Pop Art. He would use commercial images and reproduce them over and over. One early example of this was a series on Campbell's Soup cans.
4. Andy Warhol also used pictures of famous people. He would repeat the same portrait over and over, but use different colors and effects in each picture. Some of the celebrities he had as subjects include Marilyn Monroe.
5. He was also interested in film and music. He produced around 60 films and supported a band called the Velvet Underground. One of his movies was a 6 hour film of his friend sleeping called *Sleep*.



Pop Art



## 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



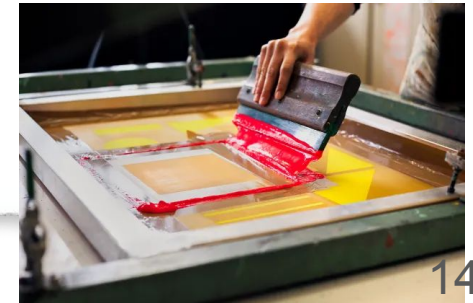
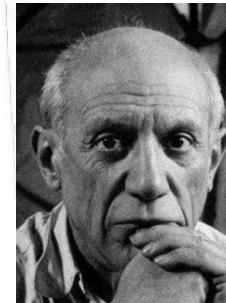
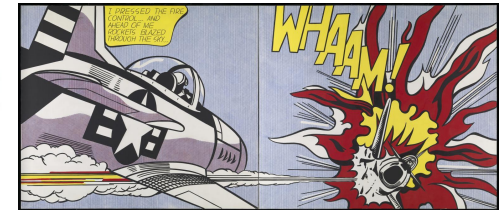
Creating tone in pop art was often created using screen printing. A method where ink is applied directly to the surface to be printed. The image to be printed is transferred to a very fine fabric (the screen) The parts that are non-printing areas are blocked off and the fabric becomes a stencil. The 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.

## 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!



# Year 7 Design - Principles of Design

## How can function follow form? Meet Haidée Drew

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

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

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

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

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

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

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

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

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

## The Principles of Design



## How do the principles of design impact aesthetics?

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

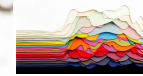
### Balance

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



### Contrast

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



### Emphasis

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



### Movement

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

### Pattern

The repetition of, or alternation of elements creating interest.



### Unity

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

# Designing for Purpose

## Why was Louise Nevelson's work monumental?

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



"New York is my mirror"



## How can designers execute their ideas?

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

### Carving

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

### Casting

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

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

### Modelling

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

### Constructing and assembling

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

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

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

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

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

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

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



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

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

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



## Drama Keywords

### Characterisation

When an actor uses all their **physical and vocal skills** to create a **character**.

### Chorus / Ensemble

A group of actors who work **together** to create moments of Drama. **All actors are used the same amount and are always doing something**.

### Dislocation

**Opening up a scene to the audience**, with characters facing the audience but responding as though they are facing each other.

### Body-as-prop

When an actor (or a group of actors) **create objects** using their **bodies**.

### Levels

Using a combination of standing, sitting, lying, kneeling and standing on a block to use lots of **different heights** in the performance.

### Exaggeration

When a performance is **deliberately over the top**, using **physical and vocal skills** to create **big characters**.

### Transitions

A **scene changes**, often by changing **where actors are stood and the directions they are facing**. This should be quick and smooth, especially if it involves furniture.

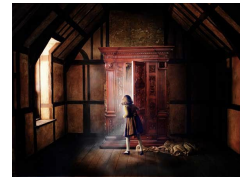
### Accompaniment

This is the musical part which creates the rhythm, melody for the songs and music written. This can be for the vocals (songs) to help tell the story or it can be instrumental (no words sung). This creates a mood and atmosphere.

## Year 7 Drama - Summer Term 1 STORYTELLING - The Lion, the Witch and the Wardrobe

### 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 story of The Lion, the Witch and the Wardrobe as your inspiration
- You will explore key characters from the story and their relationships, using short pieces of script and your own devising
- You will learn about different types of staging and how to create the world of the play on stage



## Year 7 Drama - Summer Term 2 STORYTELLING - Hansel & Gretel

### Key Knowledge

- You will learn about the theatre company Kneehigh, and how they create and perform their unique style of theatre
- You will try to recreate your own performances in the style of Kneehigh's lively, interactive shows
- You will explore physical storytelling, including physical theatre and body-as-prop
- You will experiment with puppetry and creating strong visuals for the audience, including set design
- You will explore a range of characters, including learning about performing as an exaggerated character and narration







# SIKHISM

## KNOWLEDGE ORGANISER



### Overview

**Sikhism** is one of the world's major religions. It is the world's **3rd largest religion**, with about 28 million followers. It began over 500 years ago.

**Sikhs** are the people who follow Sikhism. Sikhs believe in one God who guides and protects them. Sikhs see everybody as being equal in God's eyes.

Sikhism was founded by a man called **Guru Nanak**. It is based on what he taught people. They believe that he received messages from God telling them how to live.

**Leading a good life and making the right choices** are important in Sikhism.

Granth Sahib is the holy book of **Sikhism**. Sikhs worship at home and in Sikh temples called **Gurdwaras**.

**Image of Guru Nanak, the founder of Sikhism and the first of the ten Sikh Gurus.**



### Sikh Beliefs

#### Guru Nanak



-Sikhs believe that Guru Nanak was born in a small village called Punjab in India. He was born into a Hindu family, but grew up around Hindus and Muslims.

-Sikhs believe that Guru Nanak was spoken to by God, who told him to follow a simple faith, in which everybody was equal. In other religions, some people were thought of as better than others.

-His message was simple: pray to God, be honest, work hard, care for your family and your community. These ideas formed the basis of Sikhism.

#### Vaisakhi

-Vaisakhi marks the Sikh New Year. At this time, Sikhs remember when Khalsa was created.

-Khalsa was the purified Sikh community created by Guru Gobind Singh, in which all were equal.

-This event takes place in April, and also marks the start of the Harvest.

#### The Five Ks



-Sikhs often display their commitment to their religion by adhering to the 5 Ks, which are the 'Sikh Articles of Faith.'

1. Kesh – Uncut Hair
2. Kangha – Comb
3. Kara – Steel Bracelet
4. Kirpan – Sword
5. Kaccha – Soldier's shorts

The Five Ks are symbols for different Sikh ideals – each item links to a different belief.

### Answers to Important Questions and Key Vocabulary

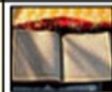
**Where and how do Sikhs worship? Why?**



-Sikh temples are called gurdwaras. They are built with a large central dome.  
-Gurdwaras have four doors, to show that they are open to all people, as a part of the Sikh belief that everyone is equal.

Before Sikhs worship in a gurdwara, they should take a bath as a mark of respect and cleanliness. Shoes are taken off, and heads are covered.

**What is the Sikh holy book?**



-The Sikh holy text is the Guru Granth Sahib. It is exactly 1430 pages long in its printed form, and all of the hymns in it are in the same order. This helps Sikhs from everywhere to read it the same way.

**Where do most Sikhs live in the world?**



-Sikh people are mainly found in the Punjab region of north India, in Asia. In total, there are nearly 23 million Sikhs in India.

-However, there are also populations of Sikhs on every inhabited continent.

-The largest populations of Sikhs in countries outside of India are in the United States, Canada, the United Kingdom, and Malaysia. There are very few Sikhs in parts of Africa and Central America.

**What are some other Sikh traditions?**



-When a Sikh baby is born, the whole community turns out to celebrate! Fathers traditionally tell the news to friends and family, and the baby name is revealed in a ceremony at the gurdwara.

-Sikh names are easily distinguishable. Boys and men are given an extra Sikh name – Singh – meaning 'lion.' Girls and women have Kaur – 'princess.'

### Key Vocabulary

Sikh

Guru Nanak

India

Punjab

Granth Sahib

El Onkar

Gurdwara

Gobind Singh

Nishan Sahib

Golden Temple

Vaisakhi

The Five Ks

### Top 10 Facts!

1. Sikhs take their name from 'sikha', meaning disciples.
2. Ik Onkar ('God is one') is the most powerful teaching in the Sikh religion.
3. Sikhs often sit on the floor together whilst eating, to show that everyone is equal.
4. Most of the hymns sung in gurdwaras today were written by the Sikh Gurus.
5. To keep their long hair tidy, many men wrap their hair in a turban – a piece of material.
6. Not all Sikh men and women join the Khalsa. It is a choice and involves an initiation ceremony.
7. The most holy place for Sikhs is the Golden Temple of Amritsar, in Punjab, India.
8. The last Guru, Gobind Singh, decided that there should be no more Gurus.
9. The symbol of Sikhism is known as the Khanda.
10. Sikhs have their own flag. It is known as the Nishan Sahib and is found outside gurdwaras.

### Sikhism Timeline

1469 CE: Birth of Guru Nanak.

1481 CE: Guru Nanak refuses to wear the 'golden thread.'

1500 CE: Nanak travels, spreading the message of equality.

1539 CE: Guru Nanak dies.

1606 CE: Guru Arjan, the 5th Guru, is tortured to death for being a Sikh.

1699 CE: The tenth Guru, Gobind Singh, founds the community of the Khalsa.

1708 CE: Gobind Singh dies. He is the last of the human Sikh Gurus.

1716 CE: The first of the Sikh military leaders – Banda Singh Bahadur. He leads many military campaigns.

# World Music

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

**Samba** - Carnival Music from Brazil

**Indian Classical** - Traditional music from India.

**Call and Response**-A musical conversation.

**Improvisation**- music made up on the spot.

**Drone** - continuously held or repeated note.

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

**Pentatonic** - 5 note scale.

**Modes** - scales which use only white notes.

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

**Range** - lowest to highest note

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

**Major** - Overall happy sounding tonality

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

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

## Form and Structure.

**A B** - Binary form

**A B A** - Ternary form

**A B A C A** - Rondo form

**A B C B A** - Arch form

**Verse Chorus** - song form

**Strophic form** - verse and chorus sung to the same music



# Keyboard Skills



Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

KEYBOARD NOTE CHART  
Notes on the Grand Staff

Note Values

Semibreve - 4 beats	
Minim - 2 beats	
Crotchet - 1 beat	
Quaver - 1/2 beat	
Semiquaver 1/4 beat	

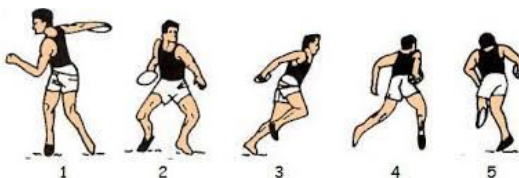
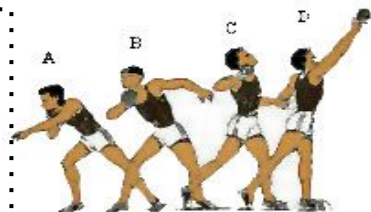
Left Hand Right Hand

Chord triads in Root position

C Dm Em F G Am B^b

# Year PE 7 - Athletics

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



## TRACK EVENTS

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

MIDDLE DISTANCE 800M, 1500M, 3000M

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

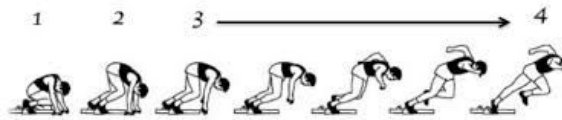
## FIELD EVENTS

SHOT PUT  
DISCUS  
JAVELIN  
LONG JUMP  
TRIPLE JUMP  
HIGH JUMP

## KEY TERMS

JUMP  
RUN UP  
TAKE OFF  
FLIGHT  
LANDING  
THROW  
INITIAL STANCE  
GRIP  
PREPARATION  
MOVEMENT  
RELEASE  
RECOVERY

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

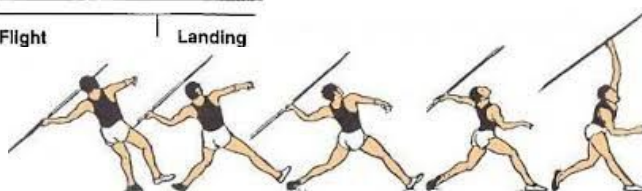
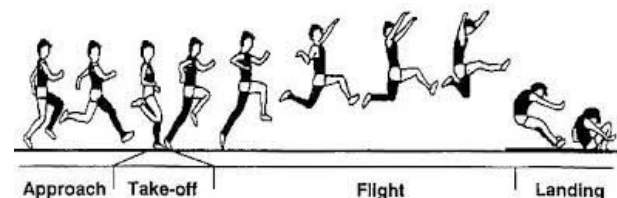


## KEY TERMS

SKILLS / TECHNIQUE  
START  
POSTURE  
PACING  
LEG AND ARM ACTION  
COORDINATION OF LEGS  
AND ARMS  
STRIDE PATTERN

## QUESTIONS

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

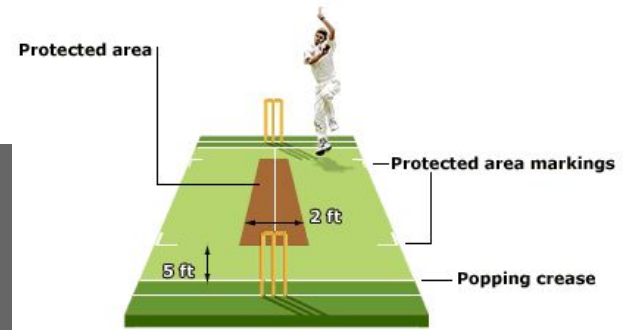


# PE - Striking and Fielding

Y7

## Cricket Rules

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



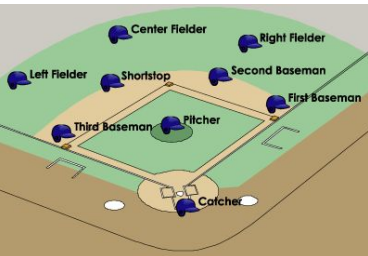
## Rounders Rules

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

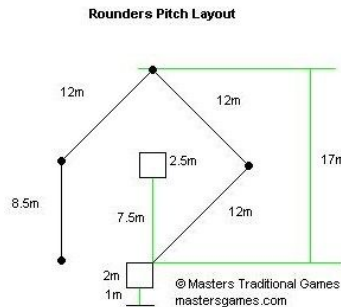


## Softball Rules

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



Can you identify these images?



Do you know the correct terminology?

