

# Knowledge Organiser

YEAR

7



*Year 7 Drama Work by Jacob, George, Maisie and Annie*

**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. This 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?

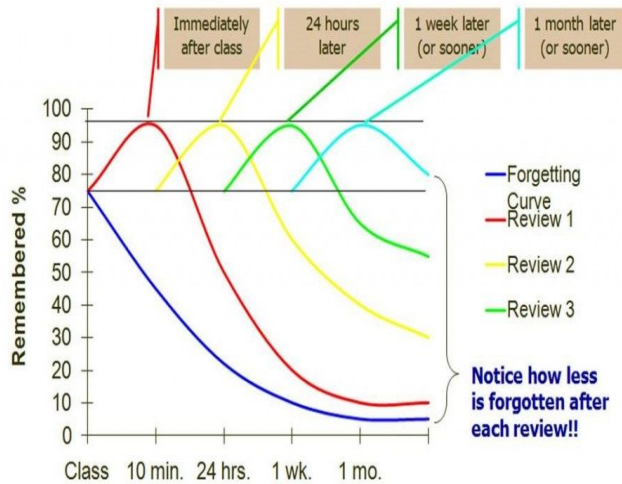
### **How will my teachers use them?**

Each subject will set homework that will help you to learn your knowledge organiser. They will also test you on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

### **How will they help me revise?**

When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

# How we learn at Redmoor



## Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resource summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



## Retrieval practice

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

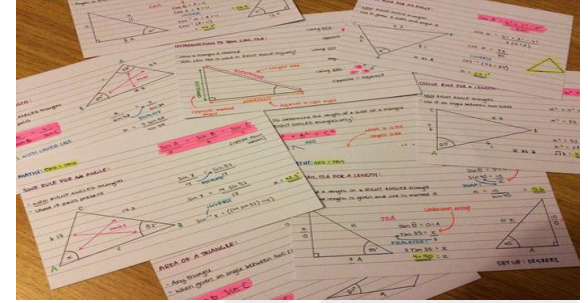
# How we learn at Redmoor

## Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



## Dual Coding



**Dual coding** is the process of combining verbal materials with visual materials.

Simply take information that you are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

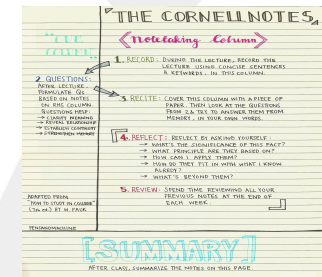
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## Cornell Notes

This method can be used in your revision books as a great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



THINK HARD, WORK HARD, GO FAR

# How we learn at Redmoor

## Spacing and Interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

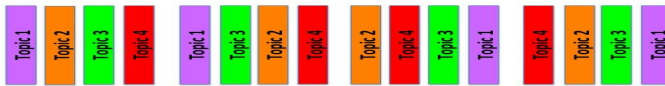
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



## Mind Maps

**Mind mapping** is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

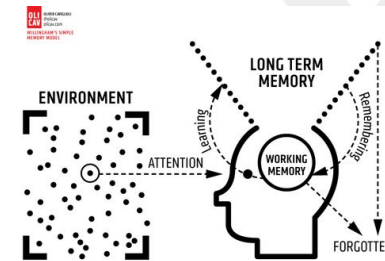
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



## Useful links:

- The learning scientists: <https://www.learningscientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>



# Literacy

## Proofreading Guidance

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

### Full Stops & Commas

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

e.g. *Jake had four brothers. He got on best with Dan who shared his sense of humour.*

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

*Bring some milk, eggs, butter and flour. After introductory words e.g. However,*

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

### Paragraphs

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

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

- Each time a different person speaks:

"Hey, that's my phone!"

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

### Spelling Homophones

Words that sound the same but are spelt differently.

**there , their , they're**

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

**your , you're**

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

**to , two , too**

*Two of my friends are coming to Alton Towers too.*

### Grammar Errors

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

*I should have / should've played tennis. ✓*

*I should of played tennis. ✗*

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

*They were late. ✓ They was late. ✗*

*You were late. ✓ You was late. ✗*

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

*I ran quickly, passing the ball brilliantly. I played amazingly. ✓*

### Apostrophes

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

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

### Capital Letters

- At the start of every sentence

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

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

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

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

### Correct Tense

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

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

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

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

### Literacy Marking Code:

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

# Contents Page

English	1
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Art/ Design	13-14
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ME	16
Music	17
PE	18-21



## Equipment

all students must have...



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

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

# Redmoor English Department: The Ruby in the Smoke

<b>BIG QUESTION: What are the conventions of a novel?</b>	
Conventional	A usual or accepted way of behaving.
Antagonist	A character who strongly opposes, struggles against or competes with the protagonist.
Protagonist	The main character of a story, sometimes a hero to the audience.
Narrative	Another name for a story.
Genre	A category or type of story, like mystery or fantasy.
Plot	The main events in a story.
Setting	The location and time when a story takes place.
Character	A character is a person, animal or being within a story.

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

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

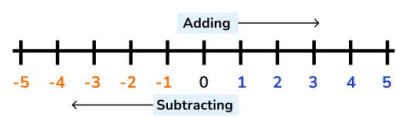
<b>VOCABULARY BOOST</b>	
Word	Definition
Antagonise (verb)	To anger someone enough to dislike and oppose you
Bohemian (adj)	A person who is interested in artistic and unusual things and lives free of conventional rules.
Exploit (verb)	To use someone unfairly for your own advantage.
Patriarchy (noun)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



# MATHS - Assessment 1

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection	Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M431	Rounding decimals				M187	Using a written method to multiply integers			
M111	Rounding integers				M911	Multiplying using place value			
M409	Using the associative laws				M113	Multiplying and dividing by 10, 100 and 1000			
M952	Using the commutative laws				M152	Subtracting decimals			
M521	Using the correct order of operations				M347	Subtracting integers			
M288	Multiplying and dividing with negative numbers				M429	Adding decimals			
M106	Adding and subtracting with negative numbers				M928	Adding integers			
M262	Using a written method to divide with decimals				M527	Ordering negative numbers			
M873	Dividing with remainder				M522	Decimal place value			
M354	Using a written method to divide integers				M704	Integer place value			
M462	Dividing numbers into equal groups				M763	Using number lines			

**If you are adding, move to the right of the number line.**  
**If you are subtracting, move to the left of the number line**



**Adding + and - integers**

+	+	→	+	] Same signs, change to positive
-	-	→	+	
+	-	→	-	] Different signs, change to negative
-	+	→	-	

When you have two signs next to each other:  
**If the signs are the same, replace them with a positive sign.**  
**If the signs are different, replace them with a negative sign.**



**BIDMAS**

**( ) X<sup>Y</sup> ÷ × ±**

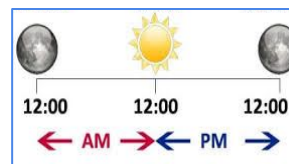
- B- BRACKETS**
- I- INDICES**
- D- DIVISION**
- M- MULTIPLICATION**
- A- ADDITION**
- S- SUBTRACTION**

**NOTE:**  
 ÷ or ×  
 + or -  
 do left to right

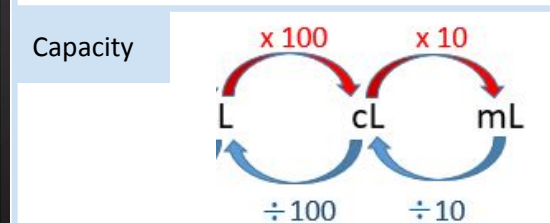
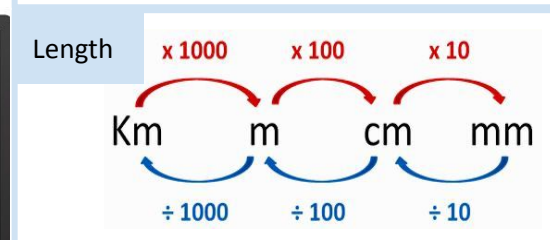
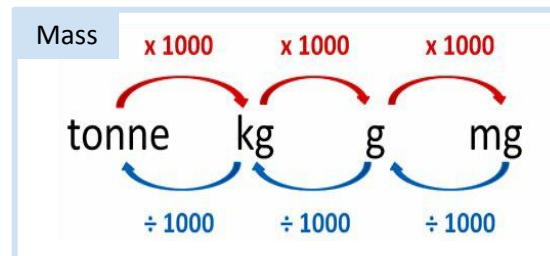
# MATHS - Assessment 2

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post-test reflection
M647	Solving equations of the form $x/a+b=c$ *			
M634	Solving equations of the form $ax+b=c$ *			
M707	Solving equations with one step			
M979	Substituting into real-life formulae			
M208	Substituting into algebraic formulae			
M327	Substituting into expressions with multiple operations			
M417	Substituting into expressions with one operation			
M949	Simplifying expressions containing non-linear terms			
M531	Simplifying expressions containing multiple variables			
M795	Simplifying expressions containing a single variable			
M830	Algebraic terminology			
M813	Algebraic notation			

		In Class	Pre Test	Post Test
M487	Using appropriate units			
M774	Converting units of length, mass and capacity			
M828	Estimating and measuring length, mass and capacity			
M747	Using calendars			
M963	Using timetables			
M627	Calculating with time			
M892	Using clocks			
M515	Converting units of time			



Add 12 to hours in afternoon for 24 hour clock  
 $1 + 12 = 13:00$



## Terminology in algebra

$a + a$ is written as $2a$	
$5 \times a$ is written as $5a$	Don't write $x$ as it can be confused with $x$
$a \times a$ is written as $a^2$	
$1x$ is written as $x$	If only $1x$ , don't write the $1$
$5 \div a$ is written as $5/a$	Write as a fraction

## NOTES:

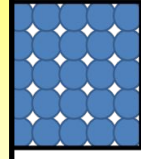
<b>Term</b>	$3a$ or $2$
<b>Expression</b>	$3a + 2$
<b>Equation</b>	$3a + 2 = 20$

## Calculator Clock

0.1	= 6 minutes
0.2	= 12 minutes
0.3	= 18 minutes
0.4	= 24 minutes
0.5	= 30 minutes
0.6	= 36 minutes
0.7	= 42 minutes
0.8	= 48 minutes
0.9	= 54 minutes
decimal $\times 60$	= minutes

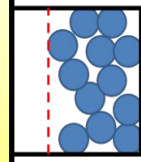
# Topic: Particles and their Behaviour

## Lesson 1: The particle model



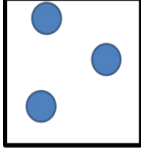
**Solid**

Uniform arrangement  
Vibrate on the spot



**Liquid**

Random arrangement  
Particles can flow



**Gas**

Random arrangement  
Particles can flow

**Solid, liquids, gases can be represented using the particle models above**

## Lesson 2: States of Matter

	Does it flow?	Can it be compressed?	Shape?
<b>Solid</b>			Fixed
<b>Liquid</b>	✓		Takes the shape of the container
<b>Gas</b>	✓	✓	Takes the shape of the container

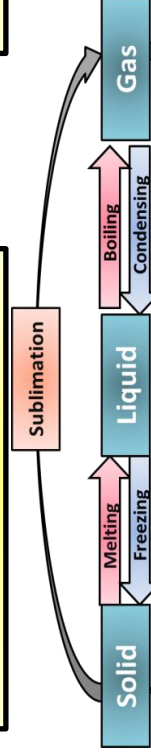
**State and Explain the properties of solids, liquids, and gases**

## Lesson 3: Changes of State



**Using the particle model: Explain how a substance melts/freezes**

## Lesson 4: More changes of state



**Use the particle model to identify and explain all the changes of state**

## Keywords

Material	Properties	Boiling	Pure	Solute	Chromatography
Particle	Melting	Condensing	Diffusion	Solvent	Distillation
Mixture	Freezing	Evaporation	Gas Pressure	Solution	Filtration

## Lesson 5: Diffusion

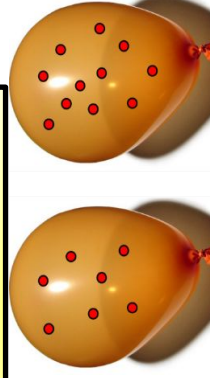
Particles move from an area of **HIGH CONCENTRATION**



To an area of **LOW CONCENTRATION**

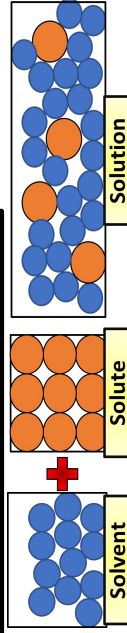
This is called the **CONCENTRATION GRADIENT**

## Lesson 6: Gas Pressure



**Collisions** of gas particles on a surface can cause "**gas pressure**". You can increase the number of collisions by increasing the number of particles or increasing the temperature

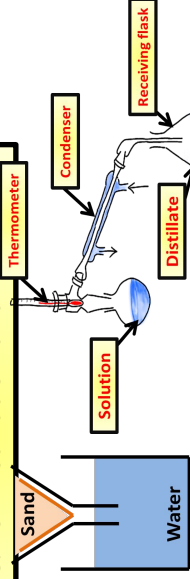
## Lesson 7 & 8: Solubility



The mass of solute that dissolves in 100g to make a saturated solution is called the **solubility**

**Chromatography** separates substances based on their **solubility**

## Lesson 9 & 10: Distillation and Filtration

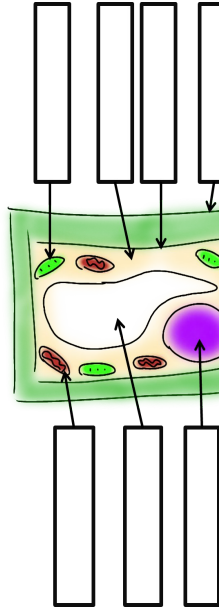
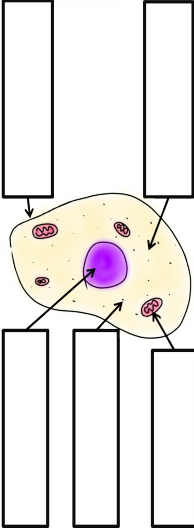


**Filtration** separates a liquid from an **insoluble solid**

**Distillation** uses **evaporation** and **condensation** to obtain a **solvent** from **solution**

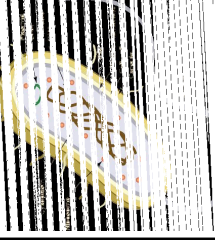
# Topic: Cells and Organs

## Lesson 1: Animal and Plant Cells



Animal and plant cells are eukaryotic  
This means they contain a nucleus

## Lesson 2: Eukaryotic and Prokaryotic Cells



Prokaryotic cells, like this bacterial cell, do NOT contain a nucleus

They also contain other organelles, like flagella, pili, a slime capsule, and plasmids

## Lesson 3: Levels of Organisation

Smallest

Cell

Tissue

Organ

Organ System

Organism

A living thing

A group of cells with a similar function

A group of tissues with a similar function

A group of organs with a similar function

The smallest living unit of an organism

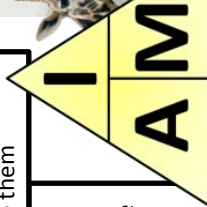


Biggest

## Lesson 4: Observing Cells

Cells are so small you have to use a **microscope** to see them

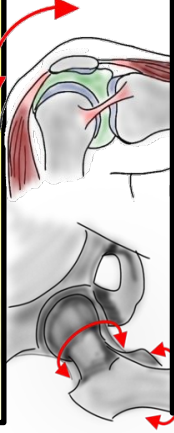
You can calculate the actual length of a cell by dividing its size under the microscope by the magnification



I = Image size  
A = Actual size  
M = Magnification

Nucleus	Mitochondria	Chloroplast	Gas Exchange	Ligament	Drug
Cell Membrane	Cell Wall	Diffusion	Trachea	Tendon	Stimulant
Cytoplasm	Vacuole	Concentration	Contract	Villi	Depressant

## Lesson 5, 6, & 7: Bones, Joints, and Muscles



### Types of Joint

**Ball & Socket**

Largest range of motion incl. the hip and shoulder joints

**Straight arm**

Biceps **RELAXES**  
Triceps **CONTRACTS**

**Hinge**

Only has one plane of motion incl. the elbow and the knee

**Bent arm**

Biceps **CONTRACTS**  
Triceps **RELAXES**

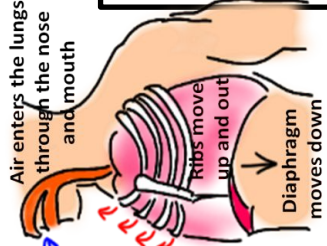
**Fixed**

No range of motion found in the skull

Antagonistic pairs of muscles do the opposite to each other when performing movements

## Lesson 8, 9, & 10: The Respiratory System

The events that occur when you breathe in are the **OPPOSITE** events that occur when you breathe out



Smoking when pregnant can result in low birth weight

Less oxygen is delivered to the developing foetus resulting in less respiration and growth

## Lesson 11, 12, & 13: The Digestive System

Enzymes are biological catalysts involved in digestion

Enzyme	Substrate	Products	Enzyme location
Protease	Protein	Amino Acids	Stomach, S.Intestine
Amylase	Carbohydrate	Sugars	Mouth, S.Intestine
Lipase	Lipids	Fatty Acids + Glycerol	S.Intestine

### Keywords

# Topic: Energy

## Lesson 1 & 2: Energy Stores and Energy Transfers

Energy is measured in **Joules (J)** or **Kilojoules (kJ)**

The 8 Energy Stores are...

Thermal
Kinetic (Movement)
Chemical
Elastic Potential
Gravitational Potential
Nuclear
Electrostatic
Magnetic

The 4 Energy Transfers are...

Mechanical
Heating
Electrical
Radiation

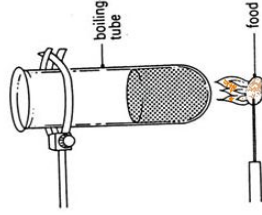


Conservation of Energy

Energy cannot be created or destroyed. It is transferred from one energy store to another

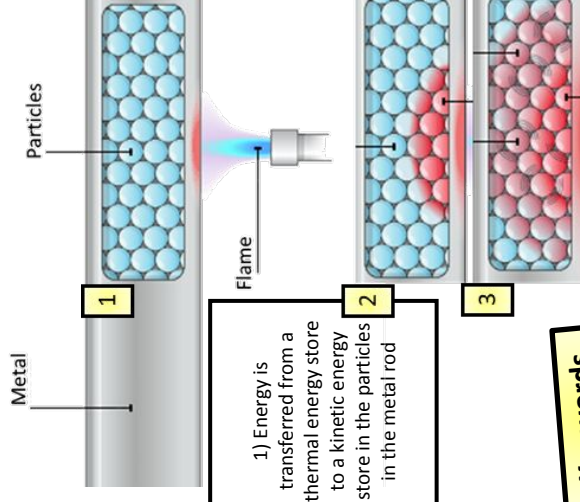
## Lesson 3: Energy in Food

- ↓ **INSTRUCTIONS** ↓
- 1) Use a **measuring cylinder** to measure **5cm<sup>3</sup>** of **water** and place it in a **boiling tube**
  - 2) **Measure temperature** of the water at the start
  - 3) **Ignite your food** and use it to **heat 5cm<sup>3</sup>** of **water**.
  - 4) **Measure** temperature at end.



The higher the temperature increase, the more **energy** the food has

## Lesson 4: Conduction



- 1) Energy is transferred from a thermal energy store to a kinetic energy store in the particles in the metal rod

2) Vibrating particles collide with neighbouring particles

3) The **energy** is **transferred** to the neighbouring particle.

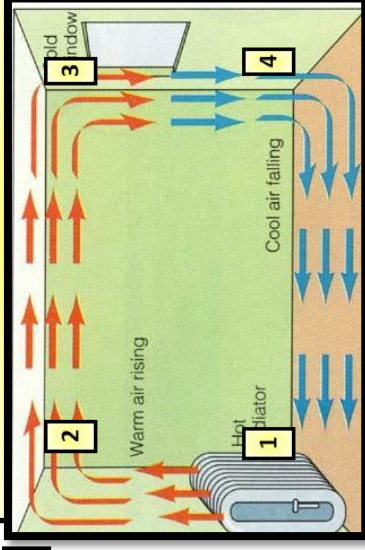
This process repeats until the entire rod has heated.

This process is called **Conduction**

### Keywords

Energy	Insulator	Radiation	Non-renewable
Dissipated	Conduction	Fossil Fuels	Power
Conductor	Convection	Renewable	Watt

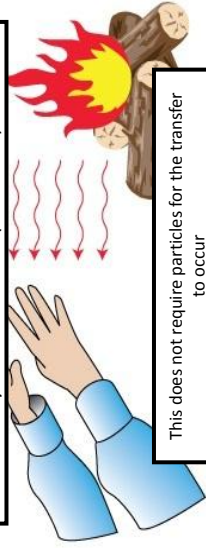
## Lesson 5: Convection



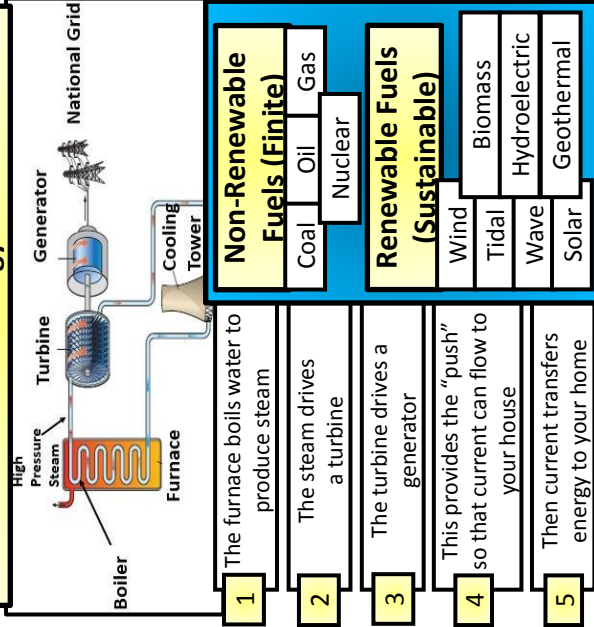
- 1 Particles heat up and become less dense
- 2 The particles rise
- 3 Particles cool and become more dense
- 4 The particles fall

## Lesson 6: Radiation

Thermal energy can also be transferred by infrared waves (Radiation)



## Lesson 7 & 8: Energy Resources



1 The furnace boils water to produce steam

2 The steam drives a turbine

3 The turbine drives a generator

4 This provides the "push" so that current can flow to your house

5 Then current transfers energy to your home

### Non-Renewable Fuels (Finite)

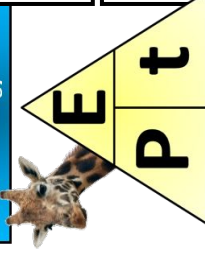
Coal
Oil
Gas
Nuclear

### Renewable Fuels (Sustainable)

Wind
Tidal
Wave
Solar
Biomass
Hydroelectric
Geothermal

## Lesson 9: Energy and Power

Power = Energy ÷ Time



Power is the **energy** that is **transferred per second**

Power is measured in **Watts (W)** and **Kilowatts (kW)**



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

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

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

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

# YR 7 HISTORY: NORMAN CONQUEST & CASTLES



## HISTORICAL CONCEPTS

Assessment Objective 2:  
**Explaining**

Assessment Objective 3:  
**Sources & Interpretations**

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

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

## WHO SHOULD BE KING?

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

## CASTLES:

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

## CASTLE DEFENCE:

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

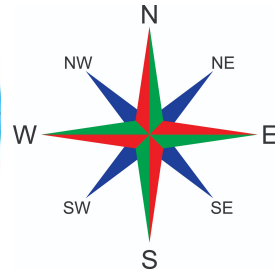
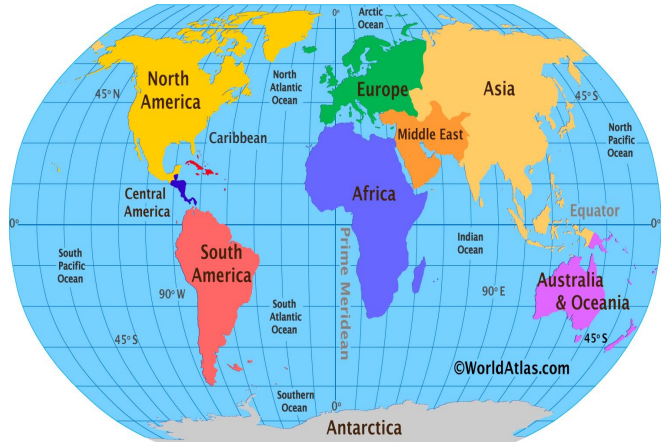
## THE BATTLE OF HASTINGS:

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

## METHODS OF ATTACK:

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

# Geography - Location, Location, Location!



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

## Types of Geography

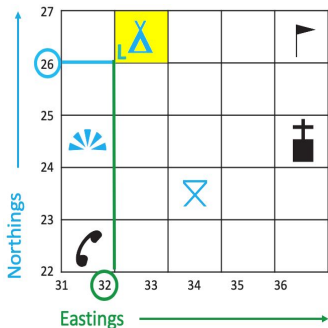
**Human geography** - The impact of people on the earth

**Physical geography** - The natural world without people

**Environmental geography** - Human interaction with nature



## 4 Figure Grid References



The first two numbers give the eastings.

The second two numbers give the northings.

32 26

Along the corridor and up the stairs!



# Our Island Home

## INTRODUCTION TO THE UK



## GREAT BRITAIN



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

## WHAT IS THE UK BRITISH ISLES



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

## UNITED KINGDOM



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

## FLAGS



NORTHERN IRELAND



SCOTLAND



WALES



IRELAND



ENGLAND



EUROPEAN UNION



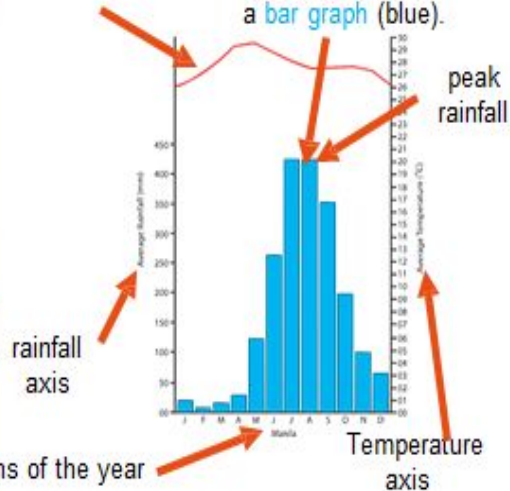
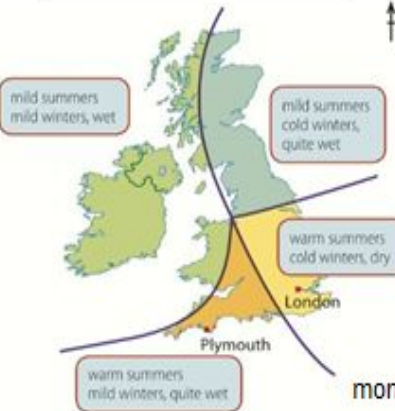
The United Kingdom (UK) is located to the north-west of the continent of Europe. It has recently voted to leave a group of other countries known as the European Union- or the EU for short.

## Climate Graphs

Temperature is shown as a line graph (red).

Rainfall is shown as a bar graph (blue).

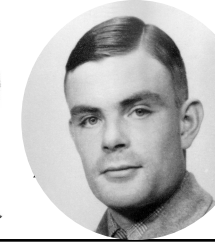
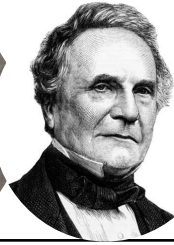
### Climate Zones of the UK N



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

# Year 7 Computing

## Where it all began



### Key people in the history of Computing

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

# Year 7 Computing

## Introducing Computers

### Different Types of Computer

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

### INPUT DEVICES



### OUTPUT DEVICES



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

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

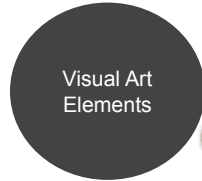
### Internal Parts of a Computer (Inside the box)

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

# Year 7 Art - Visual Art Elements

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

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

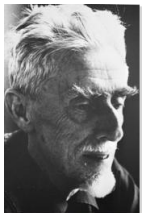


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes,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

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

### 5 facts about the artist

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



## What is colour theory?

The colour wheel helps us understand the relationships between colours.

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

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

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

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

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

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

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

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

# Year 7 Design - 2D vs 3D

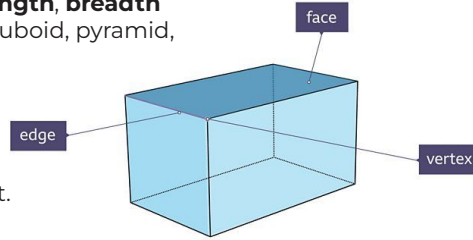
## Do all 3D ideas start from a 2D form?

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:

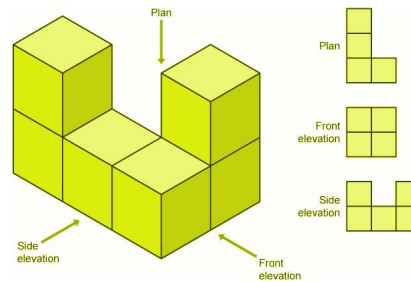
- A **face** is a flat surface.
- An **edge** is where two faces meet.
- A **vertex** is a corner where edges meet.
- The plural of vertex is **vertices**.



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



## 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.



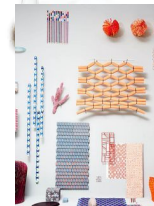
### Glass

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>Dialogue</b>	Speech that occurs on stage between characters.
<b>Monologue</b>	A speech within a play delivered by a single actor alone on stage.
<b>Narration</b>	Narration is adding spoken commentary for the audience about what is happening on stage.
<b>Tableau(x)</b>	A frozen image that tells a story - like a painting.
<b>Semiotics</b>	Signs and symbols on stage used to communicate meaning to an audience. Eg. lighting, set and sound
<b>Proxemics</b>	Use of space between characters to show relationships on stage, including levels.
<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>Mood</b>	The emotional feeling within the scene (happy, sad, tragic) created by the characters
<b>Atmosphere</b>	The wider feeling of the scene created by sound and lighting etc.

## Year 7 Drama - Autumn Term 1 Intro to Drama

### Key Knowledge

- You will learn how to work effectively with others to create performances
- You will learn key terminology about using your voice and body effectively on stage
- You will learn the 6 C's of Drama and why they are important
- You will learn basic techniques that you can use in future drama lessons and to create interesting performances
- You will learn about different types of dialogue
- You will learn about semiotics and proxemics



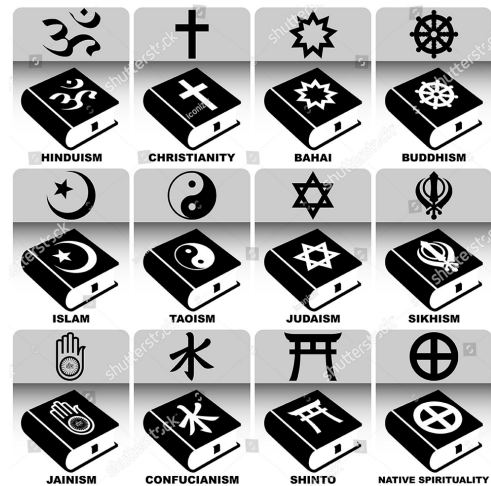
## Year 7 Drama - Autumn Term 2 Darkwood Manor

### Key Knowledge

- You will learn how to use lighting and sound to create an appropriate mood/atmosphere for a performance
- You will learn how to use physical theatre to create interesting characters and scenes
- You will learn how to create a soundscape and use it in a performance
- You will learn about how to create characters using emotions, posture, facial expressions, gesture, body language and gait
- You will learn how to use a role on the wall to develop your character



# MORALS AND ETHICS - THE ISLAND



- Morals - a lesson that can be derived from a story or experience.
- Ethics - principles that govern a person's behaviour.
- Absolute Morality - certain actions are right or wrong, regardless of the context of the act.
- Egoism - Doing what is in your own self interest.
- Altruism - Selflessness, doing what is in others interest.
- Utilitarianism - Greatest good for the greatest number of people.
- Moral Duty - Do what is right in the situation.
- Community - a social group of any size whose members are local to you.
- Rights - legal, social, ethical principles of freedom or entitlement.
- Responsibilities - something with one's power, control.
- Sabbath - a day of religious observance, kept by Jews from Friday evening to Saturday Evening, and by most Christians on Sunday.
- Adultery - cheating on your husband or wife.
- Rites of Passage - a ceremony that marks the transition from one phase of life to another.
- Symbols - is an iconic representation intended to represent a specific religion.
- Naming Ceremony - informal occasion, gathering friends and family together to celebrate birth and naming of your child.
- Festival - a day or period of celebration, typically for religious reasons.
- Holi - Also known as the 'festival of colours', is a spring festival celebrated all across India.
- Caste - the class you are born into that will determined jobs you can do.
- Pilgrimage - a journey or search of moral or spiritual significance.
- Vatican City - Roman Catholic Pilgrimage site. Home to the Pope.
- Lourdes - Pilgrimage site in France known for its healing.
- Mecca - a place Muslims visit once in their lifetime.
- Torah - The Jewish Holy Book
- Bible - The Christian Holy Book
- Qur'an - The Muslim Holy Book

## rites of passage

A rite of passage is an **event or occasion** involving **rituals** that marks a **change in a person's social status and commitments**. They can also be referred to as ceremonies of commitment. Rites of passage are often ceremonies surrounding events such as childbirth, coming of age, weddings, and death.

## WHAT IS THE BIBLE?

- The Bible is not a single book – it is a collection of different books.
- It was collected together over hundreds of years.
- It contains a huge variety of different types of writing.
- The Christian Bible is in two parts – the Old Testament, containing books that were used by the Jewish Religion, and the New Testament, which contains writings by the first Christians.
- It is used for personal reading and public worship.
- It has been translated into every written language ever used.

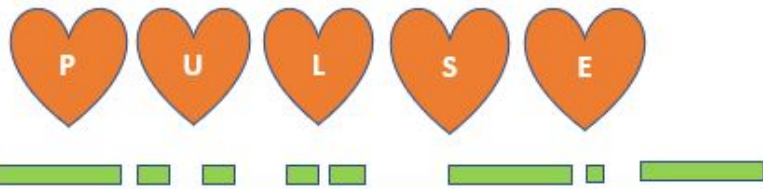
## PILGRIMAGE

- A pilgrimage is a journey to a place regarded as holy for the believer. This journey may be made alone or with others.
- The believer makes a physical journey but people feel a sense of spirituality and that they are closer to God. The places of pilgrimage are usually linked to Jesus or a saint or to events of religious significance or to healings that are seen to be miraculous (inexplicable by science).
- The pilgrimage gives many opportunities for prayer or worship, and is itself an act of worship as believers show devotion to God by choosing to go.

# Musical knowledge - How to Read Music

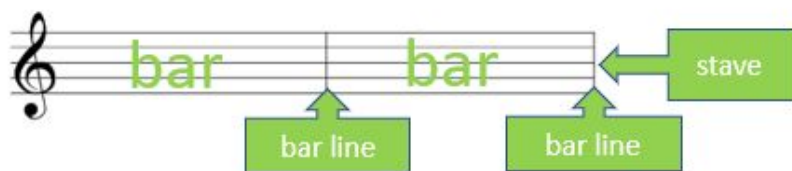
## Definitions

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

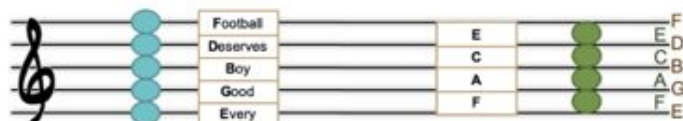
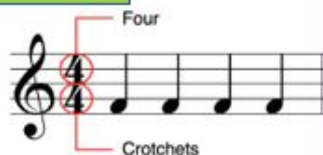


## Bars and time signatures

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



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



## How to read rhythms

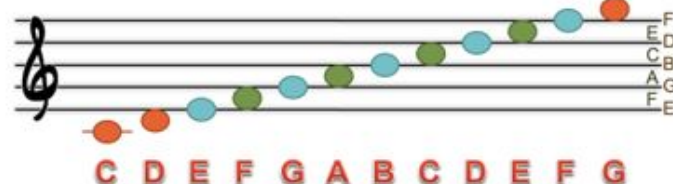
- These are the basic types of notes.** American note names are more logical: here, the UK names are in brackets.
- Rhythms can be made up of **any combination of notes or rests**, as long as each bar adds up correctly.

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

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

## How to read pitches

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



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



# Year 7 PE - Fitness

## FITNESS TESTS

### COMPONENTS OF FITNESS

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

**Agility** – Change direction quickly with control.

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

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

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

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

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

**Balance** - maintaining your body stable when static or moving.

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

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

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

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

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



### Big Questions (up to 5):

1. Can you identify the 3 parts of a warm up? Pulse raiser, stretching (static and dynamic), skills based
2. Why do we test fitness?
3. What are the fitness tests used by athletes?
4. Can you name the 11 components of fitness?
5. Can you link the fitness test to the correct component of fitness?

# Year 7 PE - Netball

## KEY TERMS

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

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

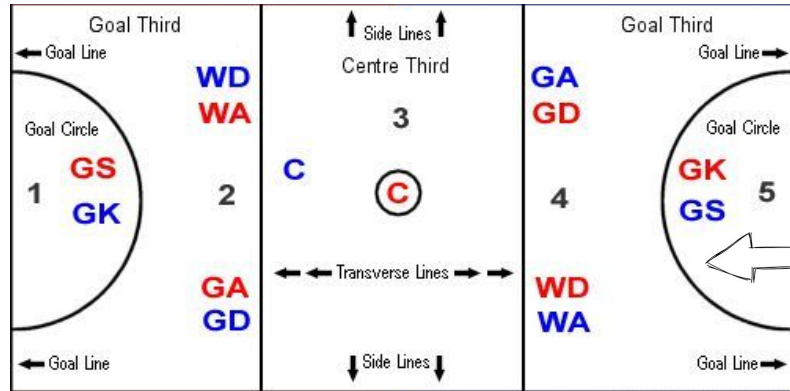
**Centre Third** – The area in the middle including the centre circle.

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

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

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

**Possession** – Keeping the ball.



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

## POSITIONS – BLUE TEAM

**How many players on 1 team?**

**Where can they go?**

Defence:

GK – 1 & 2  
GD – 1, 2 & 3  
WD – 2 & 3

Attack:

GS – 4 & 5  
GA – 3, 4 & 5  
WA – 3 & 4

C – 2, 3 & 4

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



## SKILLS IN ISOLATION

**Passing** – chest, shoulder, overhead (bounce).

**Handling** – ball control.

**Catching** – 1 and 2 handed.

**Footwork** – split and 1-2 landings, pivot to change direction.

**Attacking** – holding space, dodging to get free from a player.

**Shooting** – 1 or 2 handed.

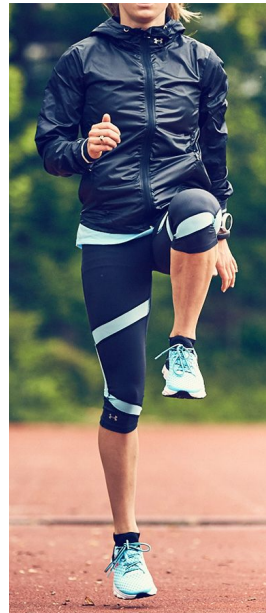
**Defending** – stage 1 man to man marking, stage 2 defend the pass.



## HOW TO WARM UP FOR NETBALL AND OTHER SPORTS

A good warm up must consist of 3 parts;

- 1 – **Pulse raising** activity e.g. jogging
- 2 – **Stretches** (dynamic and static)
- 3 – **Skills practice** e.g. passing



## RULES AND REGULATIONS

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

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

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

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

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

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

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

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

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

# Year 7 PE - Football

## KEY TERMS

- Backfoot
- Corner
- Crossing
- Throw-in
- Passing
- Finishing
- Free kick
- Tackling

## 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..

## 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.

## 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.

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

# Year 7 PE - Basketball

## RULES AND REGULATIONS

There are two teams of **five players**.

Players cannot hold the ball for longer than five seconds

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

**CONTACT** – Fouls are given for hitting, holding or pushing an opponent. A **FOUL** on the shooter gives them 1-3 free throws (each 1 point).

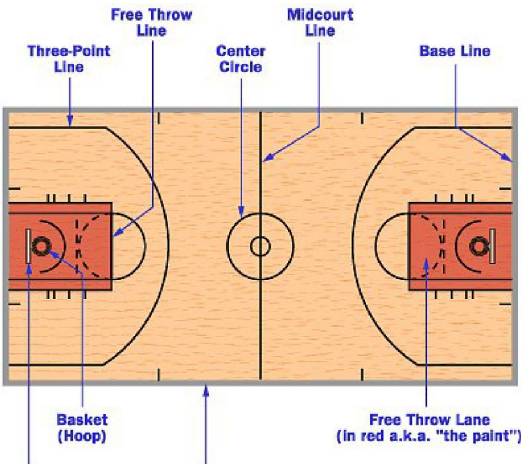
**DOUBLE DRIBBLE** - To dribble the ball with two hands at the same time or to dribble, stop, and then begin to dribble again.

**TRAVEL** - To move the pivot foot illegally, fall to the floor without maintaining a pivot foot or to take 3 steps without dribbling the ball.

If ball goes out of play then a **SIDELINE** ball is taken from the opposite team.

Once the attacking has brought the ball across the mid-court line, they cannot go back across the line during possession.

**BACKCOURT VIOLATION** - Touching the ball in the backcourt after it has entered the frontcourt or failing to bring the ball from the backcourt into the frontcourt within the allotted time of 8 seconds.



## KEY TERMS

**Court** – The area basketball is played on. See picture left for more court markings.

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

**Free throw** - An unopposed shot, worth 1 point, from the free throw line.

**Rebound** - To obtain the ball after a missed shot.

**Three-pointer** - A shot, worth 3 points, attempted with both feet behind the 3-point line.

**Sideline** - When a foul is committed, opposing team get sideline ball.



## HOW TO WARM UP FOR BASKETBALL AND OTHER SPORTS

A good warm up must consist of three parts;

- 1 – **Pulse raising** activity e.g. jogging
- 2 – **Stretches** (dynamic and static)
- 3 – **Skills practice** e.g. passing & footwork

## SKILLS IN ISOLATION

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

**Dribbling** - Walking, Jogging, Running.

**Catching** – One and two handed.

**Footwork** – landings, pivot.

**Evasion** – holding space, dodging.

**Shooting** – Set, Jump or hook. (**BEEF** - Balance, Eyes, Elbow, Follow Through)

**Layup** - A close-range shot using one hand to bank the ball off the backboard.