Knowledge Organiser

YEAR 7

A locket of life

Beneath the sky, the land unfolds,
A tapestry of stories untold,
Where mountains rise and rivers wind,
And oceans kiss the shorelines' mind.

From deserts vast with endless sand,
To frozen wastes of snow and land,
The earth spins on in quiet grace,
A planet's pulse, a steady pace.

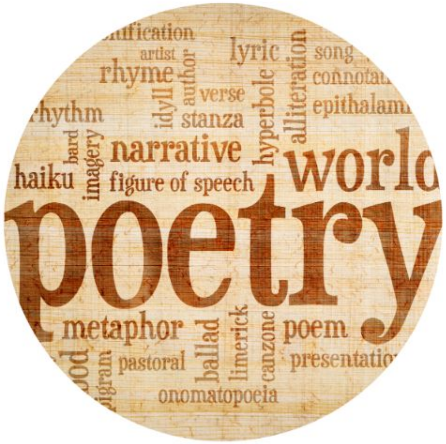
The continents, with edges bold,
Hold ancient tales in rock and gold,
And forests hum, and valleys deep,
Where secrets of the earth still sleep

The jagged cliffs, the rolling plains,
The shifting dunes, the falling rains—
All shapes and forms, in vibrant hues,
Create the world we walk and choose.

The latitude and longitude,
Marking places, old and new,
Where cultures meet, where people roam,
In every corner, finding home.

From poles to tropics, west to east,
The land, a map, a wondrous feast,
A gift that nature did bestow,
A world to love, to learn, to know.

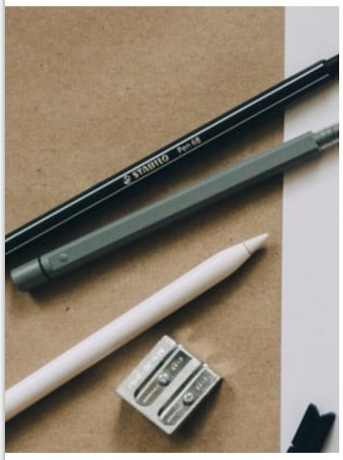
So, let us trace the lines of earth,
And honour every place's worth,
For geography, with all its might,
Connects us all in shared delight.

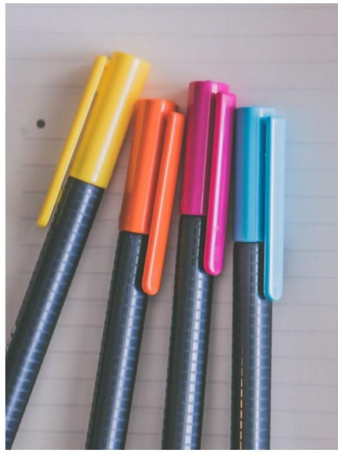


Year 7 Poem by Mia Churchard

THE ENGAGED MIND STAYS SHARP.
BE ENGAGED IN THE HERE AND NOW.

Contents Page





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

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 the key elements of each topic clear, showing you what you need to have an excellent understanding of in order to be successful. If you know these elements, your teacher will help you to understand them.

WHAT?

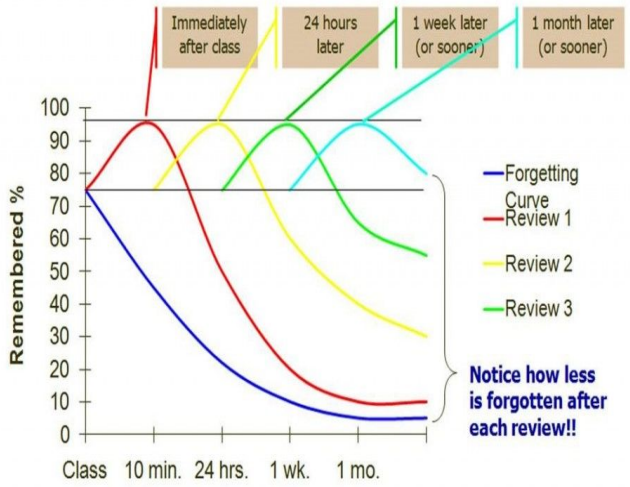
What are my teachers' expectations of me?
In Year 7 and 8 your teachers will give you homework. You will be spending 20 minutes a week learning information from your knowledge organiser for each subject, with Sparx used for Maths and Literacy. In Year 9 this will increase to 30-40 minutes. Teachers will test you regularly to make sure that you are completing the homework and remembering your knowledge.

HOW?

How will my teachers use them?
Core subjects will set homework once a week (others less often). This will help you to learn the most important knowledge for each topic. Teachers will also test you regularly 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 to be successful later on?
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. This means that when you revise you will just be recalling knowledge that you have already stored. Also, all of this practice with lots of different revision techniques now will help you when it comes to your 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. This means 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!

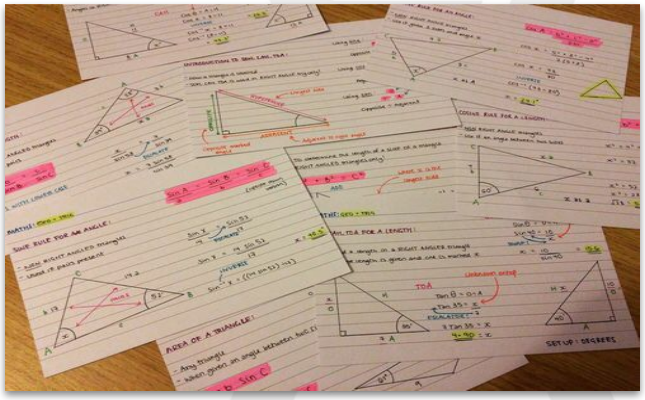
Learn more about retrieval practice here: Link to the Learning Scientists

How we learn at Redmoor

Flash Cards

You can use these simply to create questions on one side and answers on the other. You might colour-code the cards for specific topics, and even include keywords and timelines.

Once you have created your flashcards you need to think about how you will use them effectively. There is a link below to a video helping you understand the Leitner system of using flashcards:
YouTube: The Leitner Method



Dual Coding

Dual coding is the process of combining verbal materials with visual materials.
You simply take information that you are trying to learn and draw visuals to go with it.

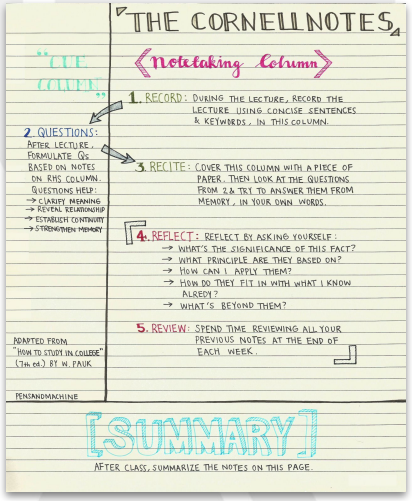
You can learn more about dual coding here:
Link To The Learning Scientists

Try to come up with different ways to represent the information. For example, you could draw 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. You simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary

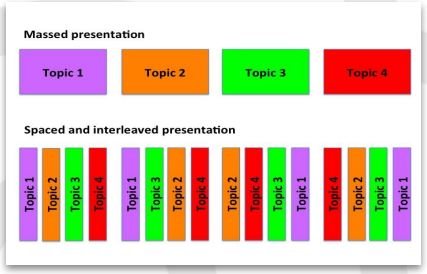


How we learn at Redmoor

Spacing and Interleaving

You shouldn't revise all of your topics in one go - this is called cramming. Instead, you should revise 'chunks' of a topic for small amounts of time, spending around 15-30 minutes on each. Your should then move onto another 'chunk' from a different topic.

Eg. topic 1 is 'cells', topic 2 is the 'digestive system'.
This will improve your memory!



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 they help to organise information and allow you to begin to make links and connections to different pieces of information. The use of visual images helps your brain to memorise the information with simple words next to them - and this links to dual coding!

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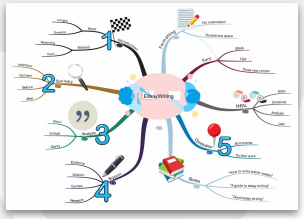
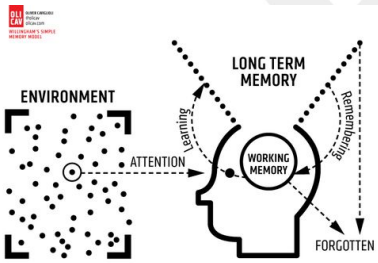


Useful links:

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



THINK HARD, WORK HARD, GO FAR

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.*

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.

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

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 quick**ly**, passing the ball brilliant**ly**. I played amazing**ly**. ✔

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.

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."

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!

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

BIG QUESTION: What does it mean to analyse a text?	
Comprehension	The ability to read and understand the text.
Deduction	The conclusions made based on evidence you gather.
Inference	Use the information given to come to your own conclusions.
Analysis	Exploring the way a text has been put together through the language and structure.
Literal	Taking words at their most basic level.
Figurative	The metaphorical, symbolic meaning of a word or phrase.
Language	The words, phrases and techniques
Structure	The way ideas are organised in a text.
Techniques	Elements which the writer uses to emphasise certain ideas, themes or characteristics.

BIG QUESTION: What literary techniques do I need to know to analyse texts in Year 7?	
Symbolism	When an idea or object represents a wider concept.
Foreshadowing	**T**his is used to give hints or indications about what is to come later in the story.
Metaphor	Comparing something to something else.
Simile	Comparing something like it is something else using like or as.
Imagery	Use of descriptive language to help the reader visualise the scene.
Irony	When you expect something, but the opposite happens.
Personification	Giving an object a human quality. Example: Jonas describes the sled as having a life of its own.
Pathetic Fallacy	Using the weather/ nature to mimic human emotion.
Hyperbolises	Exaggerates.

BIG QUESTION: How do I structure my analytical paragraphs?	
Point	What is the main point you would like to make in response to the question you have been given?
Evidence	Which quotation best evidences the point you have made? Remember to make sure you explain what is happening in and around your chosen quotation.
Technique	Examine your chosen quotations and identify a technique which the writer uses to help reinforce/ promote/ reinforce a certain idea with the reader.
Zoom In	Look at your quotations again, and zoom in on a word or phrase which stands out and allows you to better understand the point you have made or the question which has been posed.
Effect	Why do you think the writer presents these ideas in this way? What intended impact do you think the writer wanted to have on the reader?
Link	Have you linked your explanations to the question? Can you link your explanations to another part of the text?

VOCABULARY TO ANALYSE...	
Word	**Definition**
To imply	To suggest
To connote	To suggest
To amplify	To exaggerate
To justify	To reinforce
To highlight	To exaggerate
To reinforce	To strengthen
To criticise	To disapprove with
To expose	To share

BIG QUESTION: What is the importance of context when studying Shakespeare?	
Shakespeare	• Born in 1564 • Lived in Stratford Upon Avon • Playwright, actor and poet
Elizabethan	The era in which the play was written
Tragedy	• Play with tragic events • Unhappy ending • Downfall of a character
Comedy	Amusing people with characters or incidents in a play
History	Plays based on the chronicles on the history of England
Patriarchy	A society where men have power and lead roles such as political leadership.
Context	What was happening at the time a text was set or written

BIG QUESTION: How does Shakespeare use form and structure to create meaning?	
Soliloquy	An actor delivers a speech to the audience to explain their thoughts and feelings
Stage directions	Instructions from a writer on how to move and act in a scene
Dialogue	Characters having a conversation

BIG QUESTION: What are the key themes in Shakespeare's plays?	
Gender roles	The strict stereotypes about men and women. For example, men are powerful providers who work, whereas women are expected to raise children
Parent and child relationships	Fathers were the heads of the household, so were in charge of their children. Being disobedient to your father was very disrespectful
Power	Having authority and control over others
Manipulation	Convincing someone to do what you want, even if they don't want to do it
Villainy	Wicked or criminal behaviour

BIG QUESTION: How does Shakespeare use language to create meaning?	
Imperative verb	A command word
Metaphor	Describing something as if it were something else
Rhetorical question	A question which does not require an answer
Exclamation	Speaking in short, snappy sentences, which end with an exclamation mark

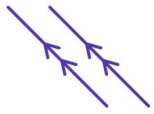
MATHS – Assessment 3

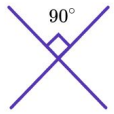
Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M814	Line properties			
M276	Shape properties			
M523	Symmetry			
M920	Finding perimeters using grids			
M635	Finding the perimeter of rectangles and simple shapes			
M690	Finding the perimeter of compound shapes			
M900	Finding areas using grids			
M390	Finding the area of rectangles			
M269	Finding the area of compound shapes			
M610	Finding the area of triangles			
M996	Finding the area of compound shapes containing triangles			
M618	Reading and plotting coordinates			
M230	Solving shape problems involving coordinates			

Parallel and Perpendicular Lines

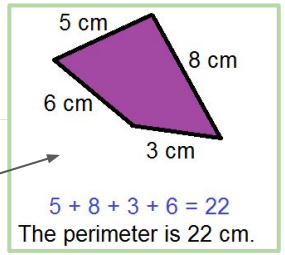
Parallel lines are straight lines with a constant distance between them.

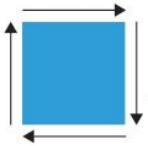
Perpendicular lines intersect (cross) one another at 90° (a right angle).


Parallel Lines

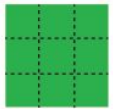


Perpendicular Lines

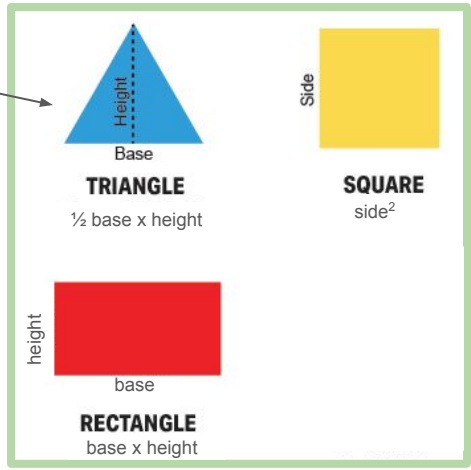


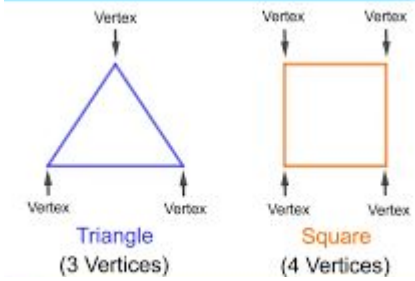


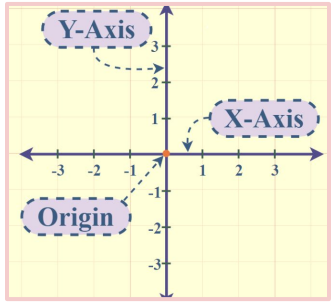
PERIMETER
The distance around the edge of a shape

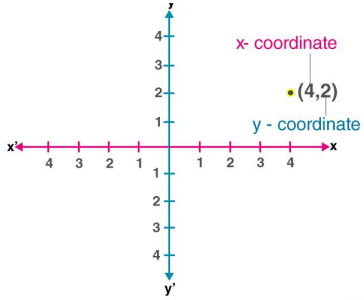


AREA
The amount of space inside a shape









MATHS – Assessment 4

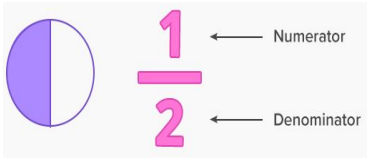
Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M227	Finding the lowest common multiple			
M823	Finding factors and using divisibility tests			
M698	Finding the highest common factor			
M322	Finding prime numbers			
M108	Prime factor decomposition			
M158	Finding fractions of shapes			
M939	Constructing fractions			
M410	Finding equivalent fractions			
M671	Simplifying fractions			
M335	Ordering fractions			
M835	Adding and subtracting fractions			
M931	Adding and subtracting mixed numbers			

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M637	Using the distributive law			
M237	Expanding single brackets			
M792	Expanding single brackets and simplifying expressions			
M100	Factorising into one bracket			

Factors & Multiples

A factor can be used to divide a number and produce a whole number answer. Factors come in pairs.

Multiples appear in the number's multiplication table. You can calculate them by counting on by that number.



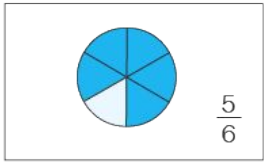
PRIME NUMBERS

PRIME NUMBERS HAVE EXACTLY TWO FACTORS
THE FACTORS ARE 1 AND THE NUMBER ITSELF

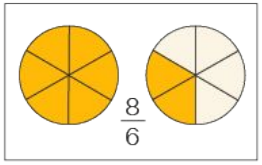
EXAMPLES OF PRIME NUMBERS

2 7 11 31
23 43 53 37

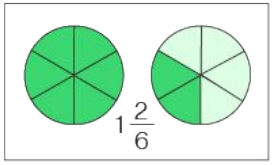
Proper Fractions
Numerator < Denominator



Improper Fractions
Numerator ≥ Denominator



Mixed Fractions
Whole Number + Proper fraction



Expanding

$5(-3x + 7) = -15x + 35$

Factorising

Science: Reproduction

BIG QUESTION 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.
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.

Pollination

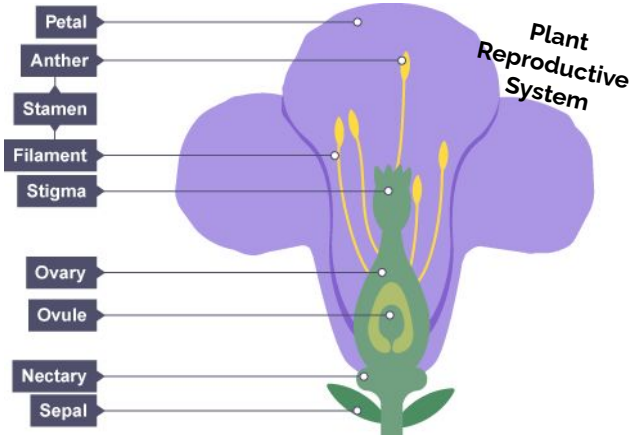
Pollen lands on the **stigma**

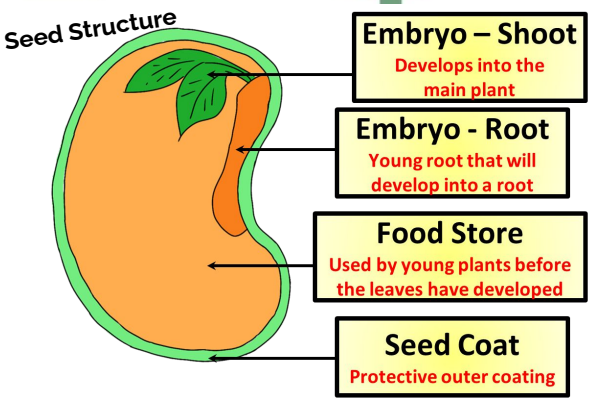
A pollen tube forms in the **style**

The **pollen nucleus** travels down the tube to the **ovary**

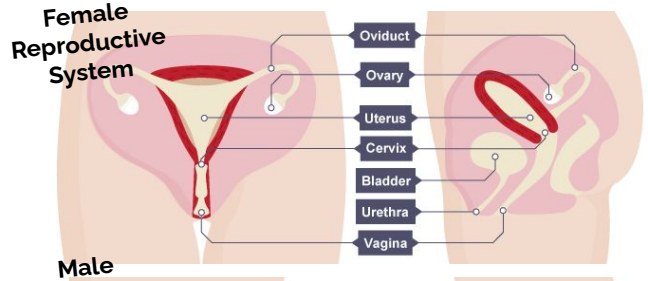
The **pollen nucleus** joins with the **ovule nucleus**

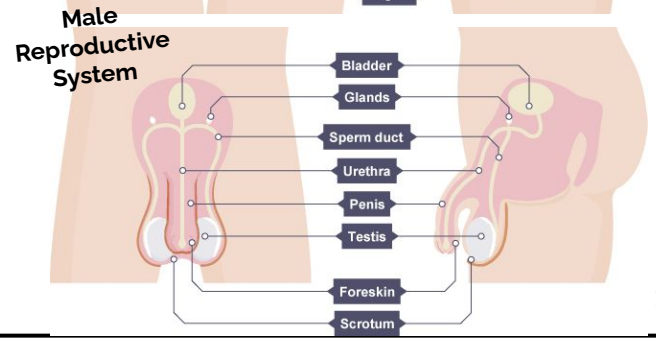
After fertilisation a **seed** will form





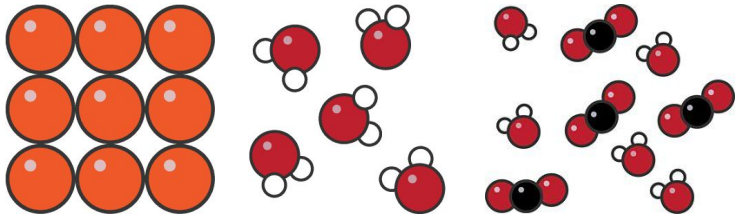
BIG QUESTION How are new humans made?	
Embryo	An organism in the early stages of development.
Fertilisation	When a male and female gamete join together. This takes usually place in the oviduct
Foetus	Unborn baby.
Gamete	Sex cell (sperm in males and ova/eggs in females).
Menstruation	Also called a 'period'. 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.





Science: The Periodic Table

BIG QUESTION What are atoms and elements?	
Atom	Smallest part of an element
Element	Substance made of one type of atom
Compound	Substance made of more than one type of atom chemically bonded together.
Proton	Positively charged particle found in nucleus of atom
Neutron	Neutrally charged particle found in nucleus of atom
Electron	Negatively charged particle found on shells surrounding the nucleus of atom.



Element **Compound** **Mixture**

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

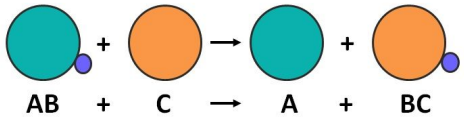
BIG QUESTION How can we use the Periodic table to predict element properties?	
Period	A horizontal row in the periodic table.
Group	A vertical column in the periodic table containing elements with similar chemical properties.
Melting point	Temperature at which a substance melts.
Reactivity	How readily a substance reacts with another substance.

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

The Properties of Metals and Non-Metals

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

Displacement Reaction



AB + C → A + BC

When a more reactive element displaces a less reactive element

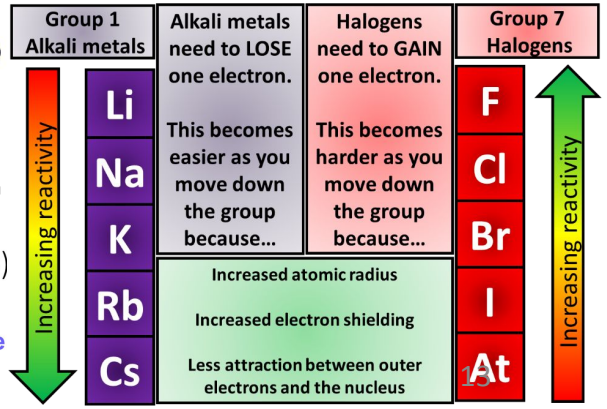
Oxidation Reaction

$3Fe\ (s) + 2O_2\ (g) \longrightarrow Fe_3O_4\ (s)$

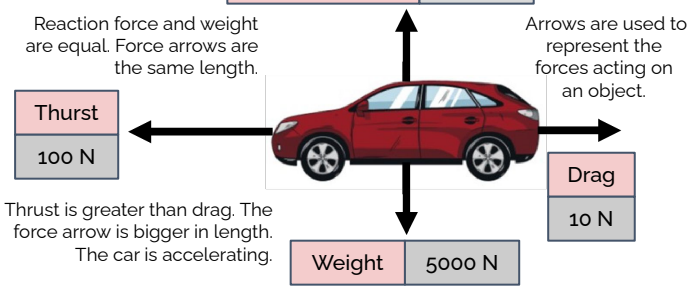
Iron — Oxygen — Iron (II, III) Oxide

When an element reacts and gains oxygen

Explaining Reactivity in Group 1 and 7



Science: Forces



Weight and reaction force are balanced.

Thrust and drag are unbalanced with a resultant force of 90 N to the left

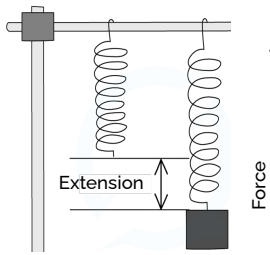
Weight (N) = Mass (kg) x Gravitational field strength (N/kg)

BIG QUESTION What is meant by resultant force and what are its effects?	
Force	A push or a pull that acts on an object, measured in Newtons (N).
Contact force	A force that act between two objects that are physically touching.
Non-contact force	A force that acts between two objects that are not physically touching.
Resultant force	The overall force acting on an object when multiple force are acting on the object.
Friction	A force that opposes the movement of an object.
Weight	A force that acts on an object that is within a gravitational field. Measured in Newtons (N).
Mass	A measure of the amount of matter (stuff) an object is made out of. Measured in kilograms (kg)

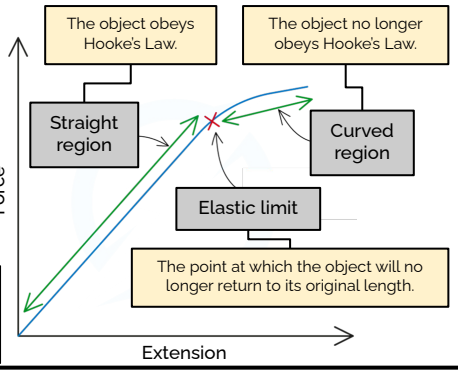
BIG QUESTION How can forces affect the rotation and shapes of objects?	
Moment	The turning effect of a force about a pivot, measured in Newton-metres (Nm).
Elastic	Materials that return to their original shape once the force is removed
Hooke's Law	The extension of an elastic object (like a spring) is directly proportional to the force added.

Moment (Nm) = Force (N) x Perpendicular distance (m)

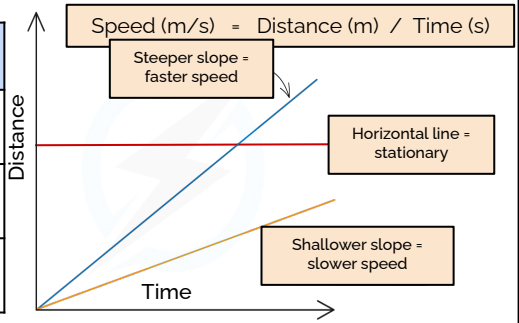
Force (N) = Spring constant (N/m) x Extension (m)

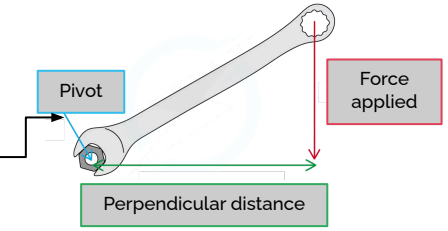


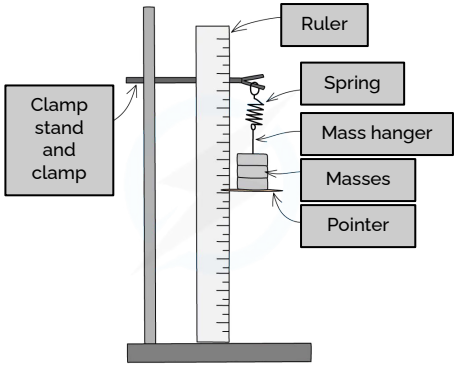
Extension = Final length (m) - Original length (m)



BIG QUESTION What is the relationship between speed, distance and time?	
Speed	Speed is a measure of how fast an object is moving.
Distance	How far an object has travelled, measured in metres (m).
Acceleration	Describes an object which is increasing in speed.

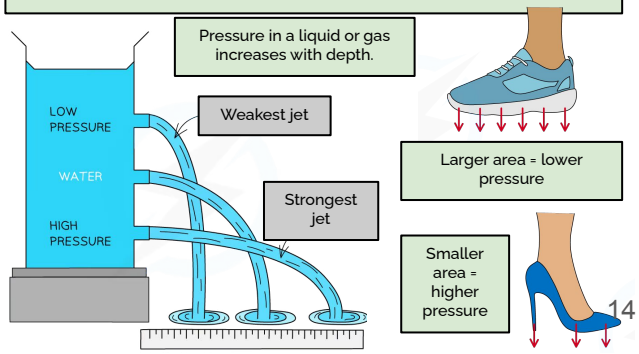






BIG QUESTION How is pressure different in solids, liquids and gases?	
Pressure	Force applied per unit area.
Upthrust	Force that pushes objects upwards in a liquid or gas.

Pressure (N/m²) = Force (N) / Area (m²)



French Unit 2 - Chez Moi

Key Vocabulary	
Noun - people, places and things. **Verb** - an action, state or occurrence **Adjective** - used to describe a noun **Adjectival Agreement** - the idea that adjectives must agree with masc/fem/plural nouns	**Conjugate** - to take an infinitive and change it into a tense. **Tense** - describes when an action (verb) takes place. **Conditional Tense** - to describe something that would happen.

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

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

(1) Phonics	
oi [wa]	**é** [ay]
ui [we]	**è** [eh]
an [on]	**in** [an]
ç [s]	**ou** [oo]
ain [an]	**on** [on]
ch [sh]	**qu** [k]
u [oo]	**gn** [nyuh]

Oú habites-tu ? Where do you live?

(2) Verb	(3) PVS + Country			(4) Verb	(5) Adjective (masc/fem)	
J'habite I live **Tu habites** You live **Il habite** He lives **Elle habite** She lives **Nous habitons** We live	**en France** in France **en Angleterre** in England **en Italie** in Italy **en Espagne** in Spain **au Pays de Galles** in Wales	**aux Etats-Unis** in the USA **en Belgique** in Belgium **en Irlande** in Ireland **en Ecosse** in Scotland **à Londres** in London	**et** and	**je suis** I am **tu es** you are **il est** he is **elle est** she is **nous sommes** we are	**français / française(s)** French **anglais / anglaise(s)** English **italien(s) / italienne(s)** Italian **espagnol(s) / espagnole(s)** Spanish **gallois / galloise(s)** Welsh	**américain(s) / américaine(s)** American **belge(s) / belge(s)** Belgian **irlandais / irlandaise(s)** Irish **écossais / écossaise(s)** Scottish

Tu es de quelle nationalité? What nationality are you?

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

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

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

(9) Opinion	Noun	Connective		(10) Quality Vocab	(11) Adjective
J'aime I like **Je n'aime pas** I don't like **Je déteste** I hate **J'adore** I love **J'aime assez** I quite like **J'aime beaucoup** I really like **Je préfère** I prefer **Je ne supporte pas** I can't stand	**ma maison** my house **ma chambre** my bedroom **le salon** the lounge **la cuisine** the kitchen	**car** because **parce que** because **puisque** as	**c'est** it is **ça peut être** it can be **ce n'est pas** it isn't	**absolument** absolutely **complètement** completely **tellement** so **un peu** a bit **vraiment** really **plutôt** rather **trop** too **assez** quite **très** very	**grand** big **petit** small **vieux** old **moderne** modern **nouveau** new **confortable** comfortable **sale** dirty **bien rangé** tidy **en désordre** messy

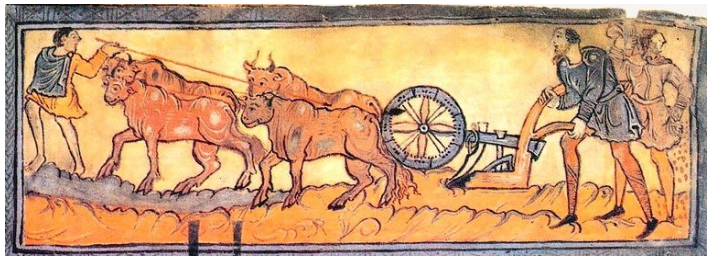
Comment est ta maison idéale ? What would your ideal house be like?

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

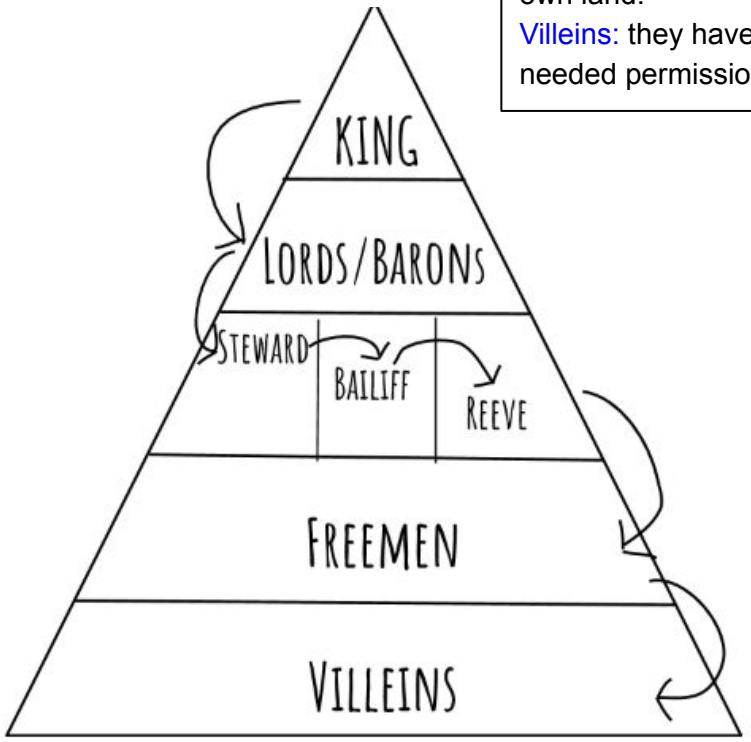
Qu'est-ce que tu as dans ta chambre ? What do you have in your bedroom?

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

Year 7 History: Medieval Life & Power



The Feudal System



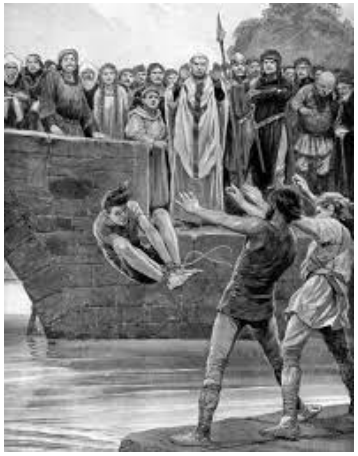
The Feudal System:

Lords / Barons: how society was organised
Steward: appointed by the lord, tells the bailiff what to do and punishes peasants who don't work hard.
Bailiff: I tell the reeve what work the peasants must do and report back to the lord.
Reeve: Makes sure the peasants work hard, will report those who don't to the bailiff. Is given extra land
Freeman: rent strips of land from the lord, they have to work for the lord and have time to farm their own land.
Villeins: they have to work for the lord but get strips of land in return, freedom was limited and they needed permission from the lord for many things, including leaving the village.

Everyday life:

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

Year 7 History: Medieval Life & Power



Justice:

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

Religion:

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

Power:

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

The Black Death:

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

The Peasants' Revolt.

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

Geography - Africa

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

Largest Country: Algeria. This country is among the ten largest countries in the world.
The most populous country in Africa, however, is Nigeria, with more than 185 million people, but the country is only a third of the size of Algeria.

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

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

KIBERA - Kenya

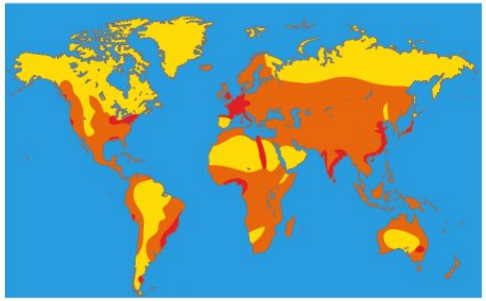
- Largest slum in Kenya
- 60% of the people that live in Nairobi live in slums
- Between 800,000 and 1 million people live in Kibera
- 255 ha (around the size of 255 football pitches)
- Extremely high population density
- 1 meter of floor space per person
- There are around 100,000 orphans – this is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

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

16 Subject Specific Key Terms

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

Skills: Choropleth Maps



Densely populated areas have a **high** number of people per km^2
Sparsely populated areas have a **low** number of people per km^2

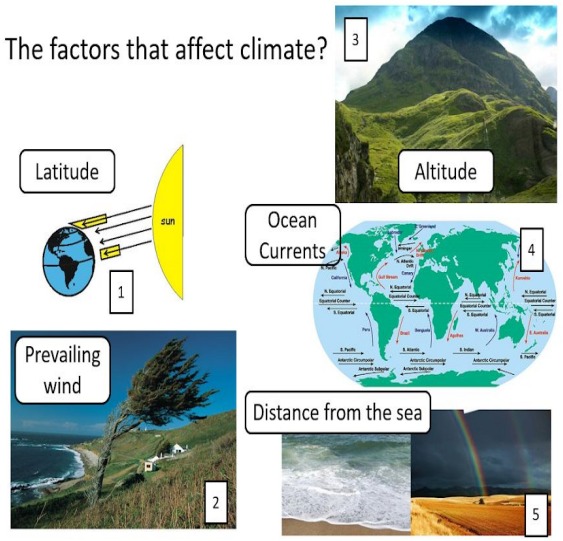
Welcome to Africa

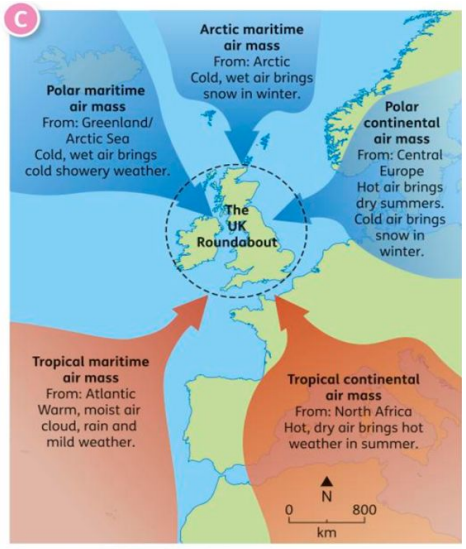
Year 7: Weather & Climate

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 build-up 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 **hurricanes**, in South Asia - **cyclones** and in East Asia - **typhoons**.
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?





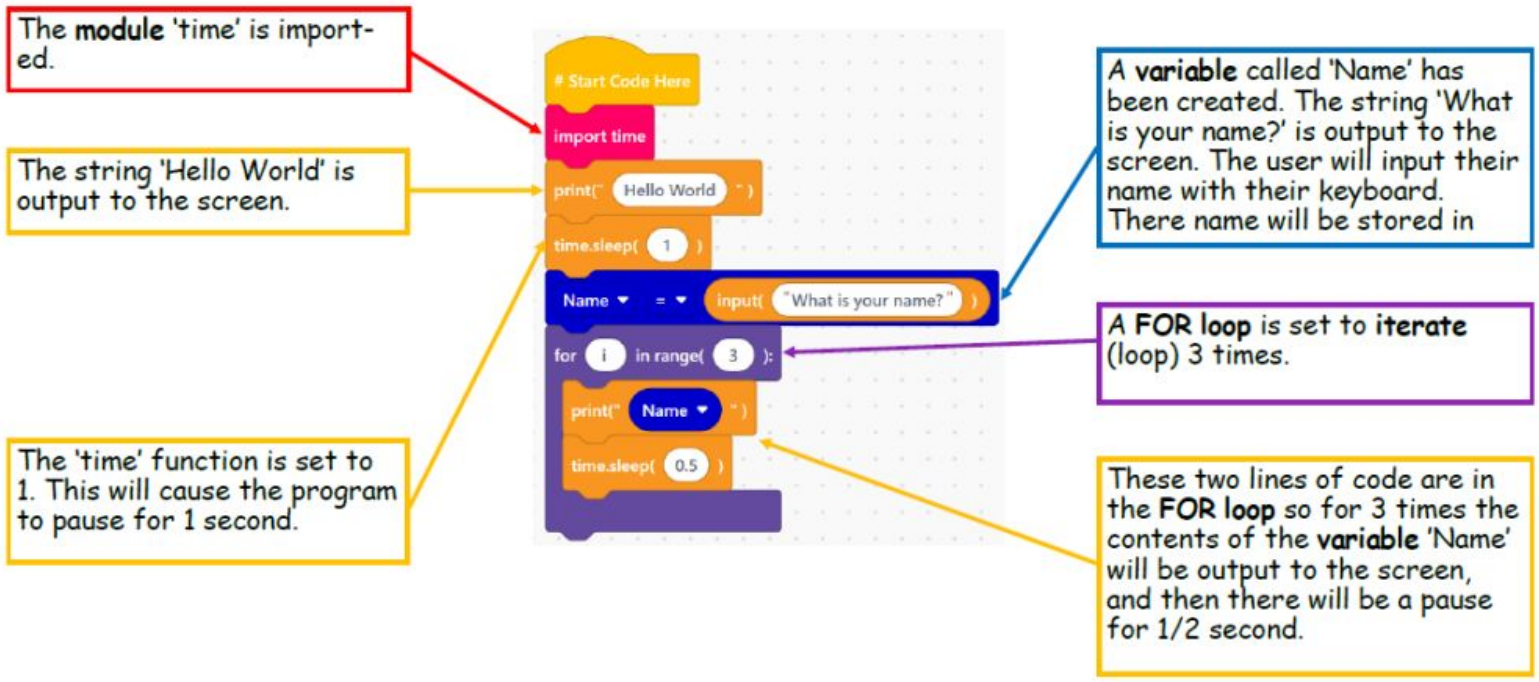
Air masses affecting the UK

Year 7 Computing

Python Programming - Edublocks

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

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



Year 7 Computing

Creating Digital Images

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

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

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

Year 7 Art - Visual Art Elements

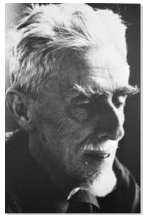
Why are the Visual Art Elements the foundation of all artwork?

Visual Art Elements

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.

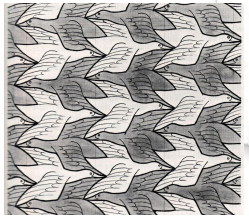
Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes, at other times, they can look like something we haven't seen before. This could be called **'abstract'**.
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 **atmosphere**. 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

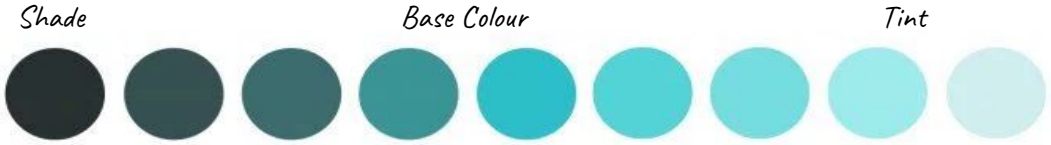
Pop Art

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*.

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.



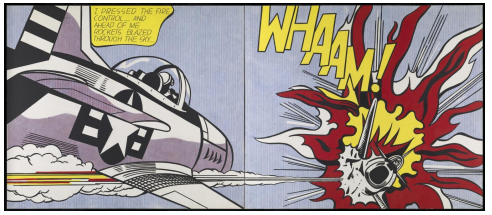
Creating tone in pop art was often created using screen printing. A method where ink is applied directly to the surface to be printed. The image to be printed is transferred to a very fine fabric (the screen). The parts that are non-printing areas are blocked off and the fabric becomes a stencil. The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

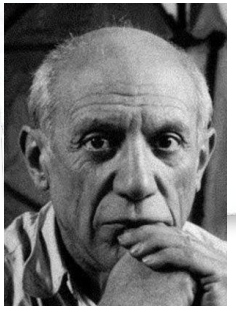
How did Pop Art influence culture?

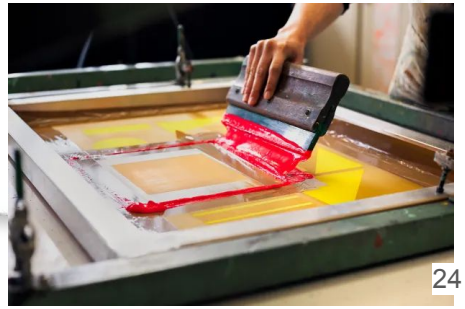
Pop art is an art movement that started in the 1950s and was very popular in the 1960s in America and Britain. It was revolutionary for its use of bright and bold colours, particularly after the end of the war.

- 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 - 2D vs 3D

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

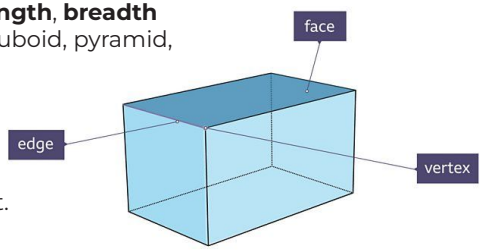
3D Design

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

3D shapes have faces, edges and vertices:

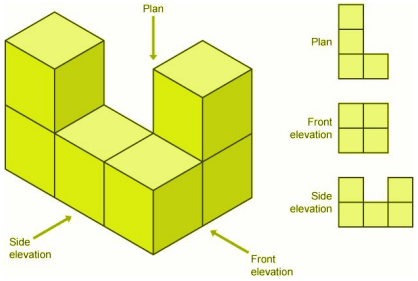
- A **face** is a flat surface.
- An **edge** is where two faces meet.
- A **vertex** is a corner where edges meet.
- The plural of vertex is **vertices**.



A cuboid has 6 faces, 12 edges and 8 vertices

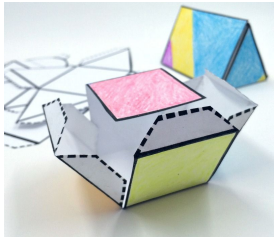
When architects design buildings, they often sketch 2D drawings to show what the building will look like from each side. These drawings are called **plans** and **elevations**.

- 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

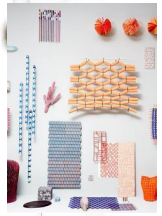
Plastics are materials made from chemicals and are not found in nature. They are strong and waterproof. They can be made into any shape by applying heat. Plastics are not magnetic. They are good insulators and don't conduct heat or electricity. They're used to make things like bags, bottles and toys.

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.

Sculpture Design

Why was Louise Nevelson's work monumental?

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

"New York is my mirror"

Inspiration or imitation, what's the difference?

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

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

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

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

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

How can designers execute their ideas?

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

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

Casting
Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould.
A mould can be cast more than once, allowing artists to create editions of an artwork.

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

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

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

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

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

Drama Keywords

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

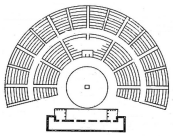
Drama techniques, skills and lighting.

Year 7 Drama - Spring Term 1
History of Theatre

Key Knowledge

- Theatre started in Ancient Greece and we are still influenced by many of these original practices today
- *Tragedy* and *Comedy* were the two **genres** used - this is where the symbol of the masks for drama originates
- **Masks** were worn by the actors to show character
- **Chorus work** is used by a group of actors to **narrate** the play instead of **Dialogue** used by the characters
- Some Greek theatres still exist and we can learn from them what going to the theatre in Ancient Greek times was like

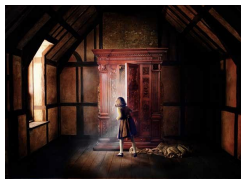
Amphitheatre - A type of stage from Ancient Greece where the seating is tiered in a semi circular arena around the stage.The space around it is open and it is outside.



Year 7 Drama - Spring Term 2
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



Morals and Ethics

Talk like a philosopher!

Suggesting Ideas

In my opinion...
I wonder if...
I think... because...
I agree with... because...
I'd like to raise a new point...
Some... believe that... because...
Some... argue that... because...

Challenging Ideas

I disagree with... because...
To counter-argue what... said...
I respect what... has said, however...
I appreciate your point, however...
I **would** like to ask... a question to...

Go further

I've spotted an assumption with...
An alternative perspective to... would be...

Making Connections & Building Ideas

Go further

I would like to build on what... said...
I would like to give an example/counter example...
I'd like to seek clarification on...
I'd like to refer back to...
Links can be made between... and...
A connection could be made between... and... because...

Giving & Interpreting Evidence

The quote could be interpreted as...
A contrasting interpretation would be...
An example to support... would be...
This implies that...
The statement suggests...

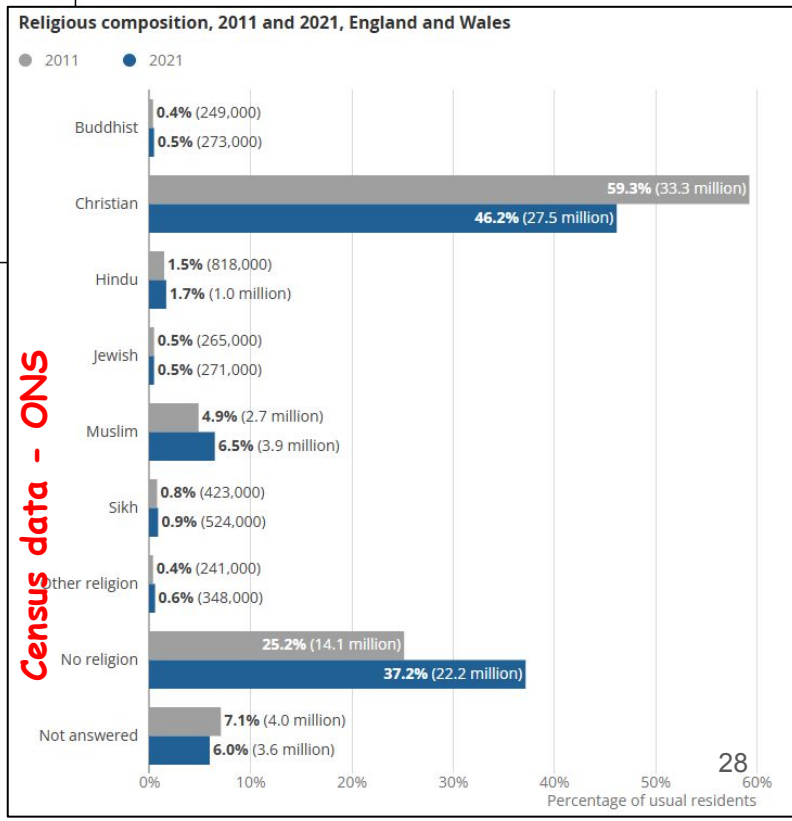
Go further

A source of wisdom to support... is...
From this I can infer...

Ways of reading Sources of Wisdom

Non-literalist - believing something has a symbolic meaning

Literalist - believing something to be true, word for word



Rules - instructions that tell you what you are allowed to do and what you are not allowed to do
Belonging and Identity - being accepted for who you are
Ritual - a set of actions or words performed in a regular way, often as part of a religious ceremony
Rites of Passage - a ceremony or event marking an important stage in someone's life
Celebrations - a special enjoyable event to acknowledge a special event.
Laws - rules made by an authority and that must be obeyed.
Values - a person's judgement about what is important, or what is right and wrong
Truth - that which is true, genuine, actual of factual.
Interpretation - how something is understood
Meaning - what is meant by a word, text, concept, or action
Sects - a religious group that has separated from a larger religion and is considered to have unusual beliefs or customs
Schism - the formal separation of a religion into two, due to differences of beliefs and/or practices
Covenant - a formal or legal agreement

Year 7 Music: The Elements of Music

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

Types of Texture

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

Types of Musical Forms or Structures

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

Musical Elements

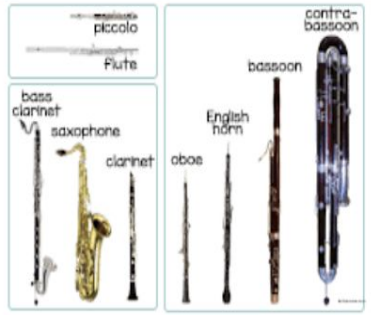
- **Timbre** — Sound quality
- **Pitch** — High or low sounds
- **Texture** — How many sounds?
- **Tempo** — Fast or slow?
- **Duration** — Long or short?
- **Structure** — The musical plan
- **Dynamics** — Loud or quiet?

TEMPO

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

STRING FAMILY

WOODWIND FAMILY

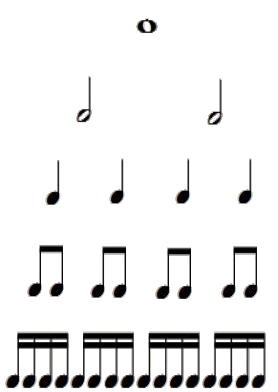


BRASS FAMILY

PERCUSSION FAMILY

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

Note Values - Duration



1 semibreve (whole note)

2 minims (half notes)

4 crotchets (quarter notes)

8 quavers (eighth notes)

16 semiquavers (16th notes)

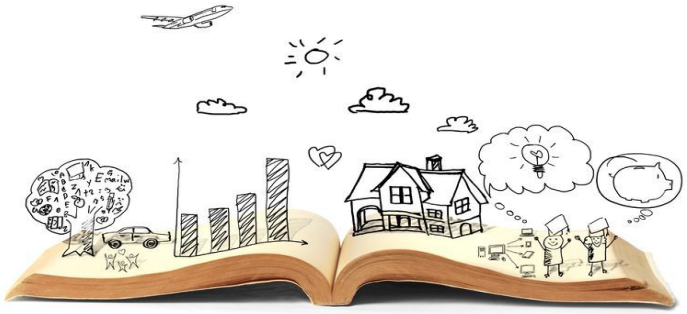
Literacy

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

Roald Dahl

Questions to become an active reader…

- Which sentences could help you to sum up the entire passage?
- What do you think is going to happen next?
- What did you think about as you read?
- What else do you know about the topic?
- What questions do you have about the book?
- Which words do you not know or understand?
- What clues from the passage help you to remember what has already happened?
- How could you describe what you have just read to someone else?



Key Vocabulary for our book discussions

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

Key Vocabulary for Talking Points

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

ABC Sentence Starters

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

- I would like to add to this…
- I would have to agree with you because…
- We might also consider…
- Adding on to the previous comment…

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

- This could be developed by considering…
- This links to…because…
- Building onto this…
- Taking this one step forward…

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

- I would challenge this idea because…
- From another perspective you might argue that…
- Although I can see why ___ thinks… I disagree because…
- On the other hand this idea could be challenged because…

YEAR 7 PE - TABLE TENNIS KNOWLEDGE ORGANISER

Key Words

Push shot	Backhand
Forehand	Serve
Let	Follow through
Umpire	Angle

TABLE TENNIS SKILLS

Serving

- Hit the ball without it bouncing into your side of the table.
- Angle your bat diagonally down when striking the ball so the ball doesn't bounce really high over the net.
- Roughly aim for the middle of your side of the table

Push shot

- Stand side on with your knees bent.
- Keep your eyes on the ball and your head still.
- Angle your bat slightly off flat the net so it's facing towards the ceiling.
- Push the ball over the net, trying to keep as close to the net as possible

Grip and Stance

- Stand with bent knees and the bat in a neutral position, up and in front of you (not in a forehand or backhand position.

Return of Serve

- Be on your toes with your knees bent and your bat in a neutral position so you can play on either the backhand or forehand.
- Have a small backswing as the ball approaches you.
- Push the ball in the direction you want the ball to go, keeping it as low to the net as possible.

TABLE TENNIS RULES

Serve

Stand behind the table

Hold the ball in a flat palm so your opponent can see it.

Throw the ball a minimum of 6 inches in the air.

Hit the ball behind the white line, at the back of your table

Hit the ball on your side the table and then your opponents.

You only get one attempt.

If it hits the net and lands over the net, it is a 'let' and you'll need to retake the serve

Doubles

The serve must bounce once in diagonally opposition rectangles.

The server and receiver rotate every two points.

Teammates must alternate who hits it over when into a rally

.

Open Play

The ball can only bounce once on your side of the table.

You must hit the ball once so it lands on your opponent's side of the table.

If you touch the net, it is your opponent's point.

If it hits the net and lands in, it is seen as a lucky shot.

Scoring

The winner is the player who reaches 11 first but if gets to 10:10, you have to win by two clear points.

Each player takes two serves each.

You can score points on both your serve and your opponents serve.

A point is awarded if:

- The ball bounces twice on your side of the table
- Volley the ball
- Don't return the ball to your opponent's side of the table

Year 7 PE: Rugby

Skills and Techniques:

- Demonstrates a **basic-competent** level
- Passing (pop, spin), offloading (before/after contact), catching, running with the ball (evasion).
- How to perform a 3 part warm up appropriate for rugby.
- How to perform skills of passing, offloading,tackling, catching and running with the ball in an unopposed situation.
- How to apply skills into a competitive situation.
- How environmental conditions can affect play.

Invasion game skills (finding and creating space, defending and attacking as a team), hand eye coordination.

Skills you can demonstrate.

- Communication
- Leadership
- Teamwork
- Problem solving

Rules:

- ❏ Game starts and restarts with a kick off.
- ❏ Three officials- Referee and two touch judges.
- ❏ Passing from the hand must travel level or backwards to the receiver.
- ❏ Tackling must be below shoulder.
- ❏ If a player knocks on (drops the ball forward) the opposing side will gain possession via a scrum.
- ❏ You may not tackle a player in the air.
- ❏ You must enter a ruck from the back foot of your side of the ruck.
- ❏ Any player in front of a player kicking must wait for the kicker to pass or they will be offside.

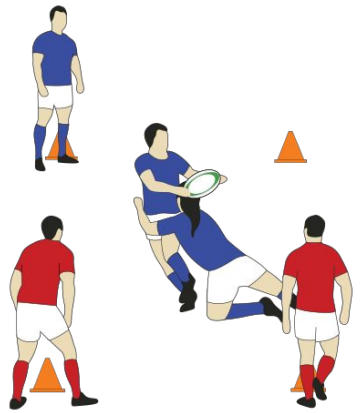
Big Questions

Big Questions (up to 5):

1. Can you perform a 3 part warm up with consideration for the muscles used in rugby?
2. Can you identify/perform the main skills required for rugby?
3. Can you identify components of fitness required in rugby?
4. Can you demonstrate knowledge of the simple rules of a game of rugby (with an understanding of the offside rule)?
5. How do you perform a safe tackle technique?

Key Words:

Backwards/sideways pass, offload, side step, catch, space, pitch, referee, offside, ring of steel, presentation.
11 components of fitness required for rugby.



How to tackle safely:

- Tackler starts on knees.
- Cheek to cheek.
- Ring of steel - Locking arms around the opponent.
- Lean to the side and push the opponent over - Ensure tacklers head is on top and does not get trapped underneath.
- Ball carrier presents the ball on the floor.

YEAR 7 PE - HANDBALL KNOWLEDGE ORGANISER

What is handball?

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

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

HANDBALL SKILLS

Passing

- Start the ball in one hand at shoulder height
- Pull your throwing shoulder back, maining a bent elbow.
- Step forward with the opposing foot to your shoulder and extend your arm in the direction you want

Dribbling

- Dribble with one hand at a time
- Use the finger tips to help control the bounce
- Bounce the ball waist height and away from the defender.
- Keep your head up as much as you can.

Shooting

- Use the same technique as passing
- Aim for the corners of the goal
- You can jump off the opposing leg to your throwing arm to get above/around the defenders.
- If jumping into the GK's area, you must release ball before landing.

Defending

- Use the same technique as passing
- Aim for the corners of the goal
- You can jump off the opposing leg to your throwing arm to get above/around the defenders.
- If jumping into the GK's area, you must release ball before landing.

HANDBALL RULES

Attacking – DO's

Throw and catch the ball using hands & arms.

Pass the ball to a teammate.

Take a maximum of 3 steps with the ball.

Bounce the ball with one hand and catch it again.

Play outside the goal area.

Defence – Do's

Use your hands to block the ball.

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

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

Fair play

Stay outside the goal area

Attacking – DON'T'S

Block or kick the ball using your feet.
Hold the ball for more than 3 seconds.
Take more than 3 steps with the ball.
Double dribble – bounce the ball, catch it and bounce again.
Enter the goal area with the ball.
Charge an opponent or run into a defensive player.

Defence – DON'T'S

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

Hold, push, run, jump into an opponent.

Endanger the opponent.

Interfere in with a free throw.

Year 7 PE - Gymnastics

KEY TERMS

Sequence; A sequence is a series of movements which flow together. When composing a sequence it must have a clear start and end. Think of this at the **capital letter** to start a sentence and a **full stop** to end it.

Any gymnastics routine should aim to be aesthetically pleasing and display the following;

- **BODY TENSION**
- Control
- Clarity of shape
- Flow
- Extension

PERFORMANCE

Apparatus

Pommel horse, rings, high bar, parallel bars, vault, balance beam, asymmetric bars.

Floor routine

Create a sequence combining and linking key shapes and skills.

Rhythmic routine

Ball, Clubs, Rope, Ribbon, Hoop

WHAT COMPONENTS OF FITNESS ARE NEEDED FOR GYMNASTICS?

SKILLS IN ISOLATION

Key Shape Jumps

- Tuck
- Straddle
- Pike
- Star
- Straight

Key Methods of Locomotion

- Forward roll
- Backwards roll
- Teddy roll
- Log roll
- Cartwheel
- Round off
- Walk over

Key Balances

- Headstand
- Handstand

RULES AND REGULATIONS

A gymnast must create their own routines at an appropriate skill level for his/ her degree of difficulty.

No jewellery, body piercing or adornments of any kind are permitted.

A judge panel usually scores gymnastics competitions.

Gymnasts have two different **scores**, the D **score** (difficulty of the routine) and the E **score** (execution of the routine aka how neat and tidy it is!).

All **gymnasts** begin with a 10.0 execution **score** which then has points removed for faults such as bent legs, arms and falls.