

Knowledge Organiser

YEAR

7



*French creative homework by Ava
Fowler, Freddie Woodbridge and
Shaza Naufal*

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

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Equipment

all students must have...



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

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

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?

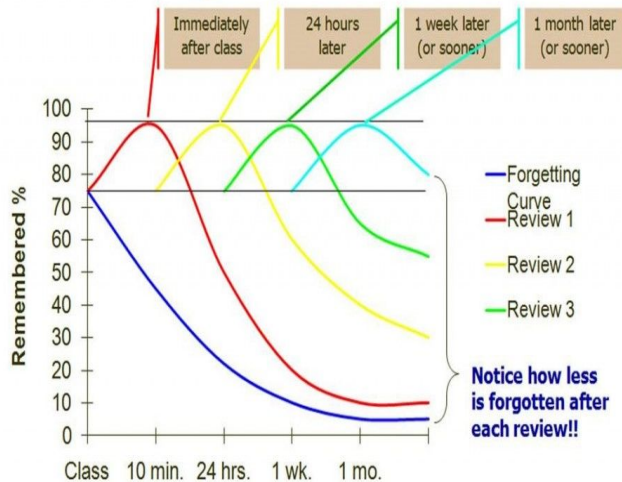
How will my teachers use them?

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](#)

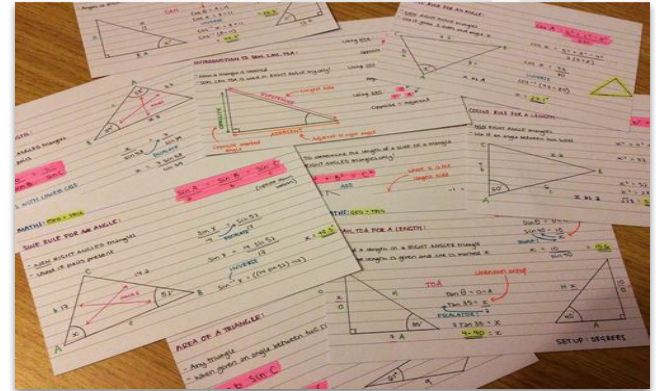
How we learn at Redmoor

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:

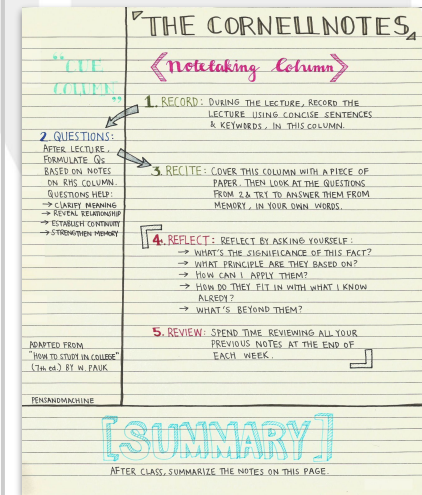
[Link To The Learning Scientists](#)

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

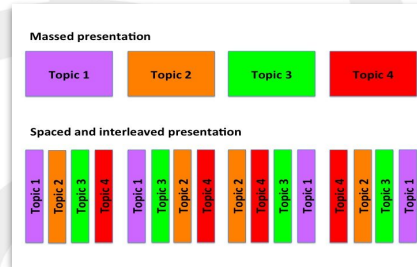


How we learn at Redmoor

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. You should then move onto another 'chunk' from a different topic.

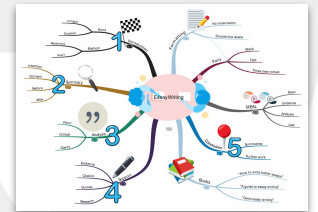
Eg. topic 1 is 'cells', topic 2 is the 'digestive system'. This will improve your memory!



Mind Maps

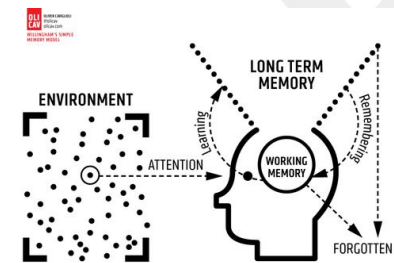
Mind mapping is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

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!



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

# Talking Points

## To add an new idea to what someone else has been saying:

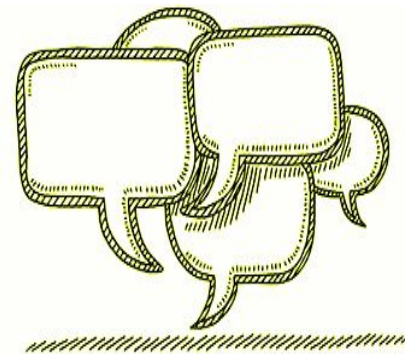
- I would like to add to this...
- I would have to agree with you because...
- Another example of this could be...
- Adding on to this, in my opinion...
- We might also consider...
- As well as this, it is important to think about...
- In addition...

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

- This could be developed by considering...
- This links to...because...
- Furthermore, it could be argued that...
- To elaborate further...
- Building onto this...
- Leading from this...
- Taking this one step forward...
- On top of this...

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

- I would challenge this idea because...
- On one hand I agree with... However I think...
- On the other hand this idea could be challenged because...
- From another perspective you might argue that...
- Although I can see why ___ thinks... I disagree because...
- Whereas ___ seems to think... instead I think...



## Banned words:

- ★ You know
- ★ Like
- ★ Isn't it
- ★ Basically
- ★ Sort of
- ★ Kind of
- ★ Sommit
- ★ Innit
- ★ Dunno
- ★ Gonna
- ★ So...
- ★ Okay....

# English Department: Skills Unit

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

Literary Techniques	
<b>Symbolism</b>	When an idea or object represents a wider concept.
<b>Foreshadowing</b>	This is used to give hints or indications about what is to come later in the story.
<b>Metaphor</b>	Comparing something to something else.
<b>Simile</b>	Comparing something like it is something else using like or as.
<b>Imagery</b>	Use of descriptive language to help the reader visualise the scene.
<b>Irony</b>	When you expect something, but the opposite happens.
<b>Personification</b>	Giving an object a human quality. Example: Jonas describes the sled as having a life of its own.
<b>Pathetic Fallacy</b>	Using the weather/ nature to mimic human emotion.
<b>Hyperbolises</b>	Exaggerates.

PETZEL Structure	
<b>Point</b>	What is the main point you would like to make in response to the question you have been given?
<b>Evidence</b>	Which quotation best evidences the point you have made? Remember to make sure you explain what is happening in and around your chosen quotation.
<b>Technique</b>	Examine your chosen quotations and identify a technique which the writer uses to help reinforce/ promote/ reinforce a certain idea with the reader.
<b>Zoom In</b>	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.
<b>Effect</b>	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?
<b>Link</b>	Have you linked your explanations to the question? Can you link your explanations to another part of the text?

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

# English Department: The Ruby in the Smoke

Conventions of a Novel	
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.

Language Features	
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.

Structural Features	
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.

VOCABULARY BOOST	
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.

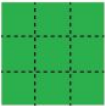
# MATHS – Mastery and Stretch Curriculum

Sparx Code	TOPIC	Covered in lessons	Pre-test revision	Post test revision
M135	Calculating with roots and powers			
M431	Rounding decimals			
M111	Rounding integers			
M409	Using the associative laws			
M952	Using the commutative laws			
M521	Using the correct order of operations			
M262	Using a written method to divide with decimals			
M873	Dividing with remainder			
M354	Using a written method to divide integers			
M462	Dividing numbers into equal groups			
M803	Using a written method to multiply decimals			
M187	Using a written method to multiply integers			

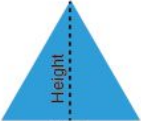
Sparx Code	TOPIC	In Class	Pre-test	Post test
M911	Multiplying using place value			
M113	Multiplying and dividing by 10, 100 and 1000			
M152	Subtracting decimals			
M347	Subtracting integers			
M429	Adding decimals			
M928	Adding integers			
M522	Decimal place value			
M704	Integer place value			
M763	Using number lines			
M920	Finding perimeters using grids			
M635	Finding the perimeter of rectangles/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			



**RECTANGLE**  
Length × Width



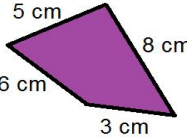
**AREA**  
The amount of space inside a shape



**TRIANGLE**  
Base × Height / 2



**PERIMETER**  
The distance around the edge of a shape



$5 + 8 + 3 + 6 = 22$ 

The perimeter is 22 cm.

# MATHS – Stretch Curriculum

Sparx Code	TOPIC	In Class	Pre-test	Post test
M527	Ordering negative numbers			
M288	Multiplying and dividing with negative numbers			
M106	Adding and subtracting with negative numbers			
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			

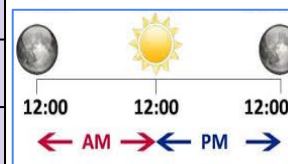
## Terminology in algebra

$a + a$ 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:

Term	$3a$ or $2$
Expression	$3a + 2$
Equation	$3a + 2 = 20$

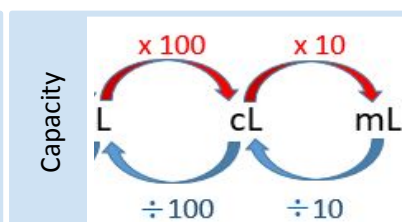
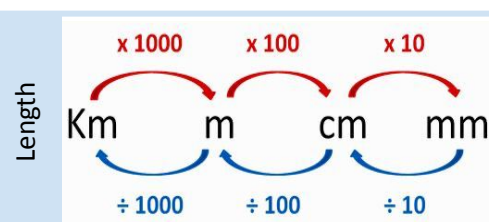
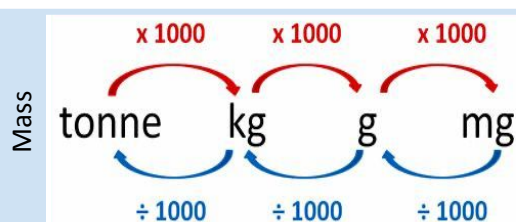
		In Class	Pre-test	Post test
M487	Using appropriate units			
M774	Converting units of length, mass and capacity			
M828	Estimating and measuring length, mass and capacity			
M747	Using calendars			
M963	Using timetables			
M627	Calculating with time			
M892	Using clocks			
M515	Converting units of time			



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

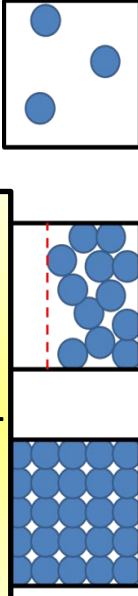
## Calculator Clock

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 x 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?
Solid			Fixed
Liquid	✓		Takes the shape of the container
Gas	✓	✓	Takes the shape of the container

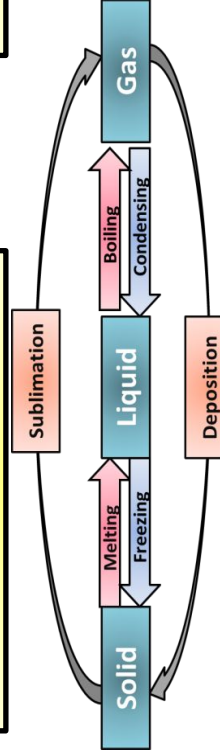
State and Explain the properties of solids, liquids, and gases

## Lesson 3: Changes of State



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

## Lesson 4: More changes of state



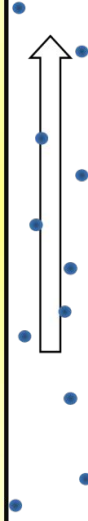
Use the particle model to identify and explain all the changes of state

### Keywords

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

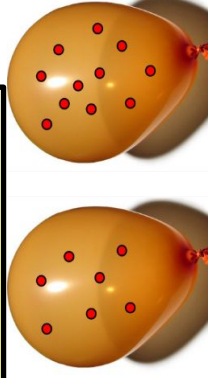
## Lesson 5: Diffusion

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



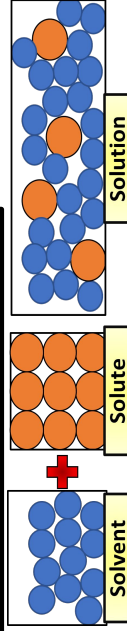
To an area of **LOW CONCENTRATION**  
This is called the **CONCENTRATION GRADIENT**

## 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

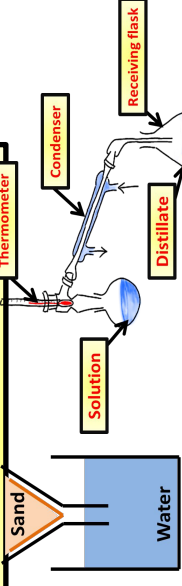
## Lesson 7 & 8: Solubility



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

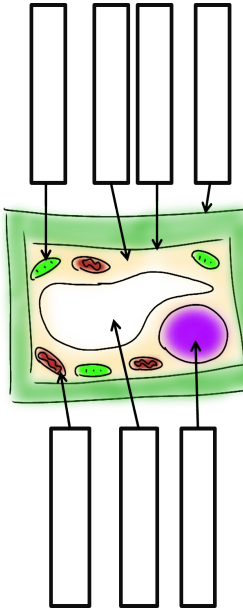
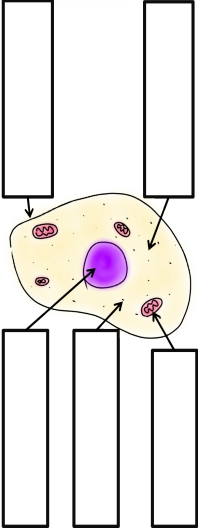


Filtration separates a liquid from an insoluble solid

Distillation uses evaporation and condensation to obtain a solvent from solution

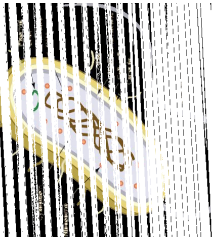
# Topic: Cells and Organs

## 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, pila,  
a slime capsule,  
and plasmids

## Lesson 3: Levels of Organisation

Smallest

Cell

Tissue

Organ

Organ  
System

Biggest

Organism

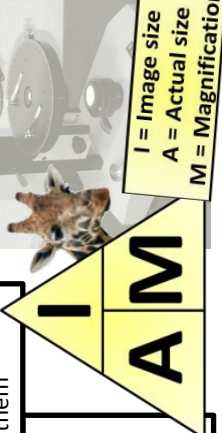
A living thing

- The smallest living unit of an organism
- A group of cells with a similar function
- A group of tissues with a similar function
- A group of organs with a similar function

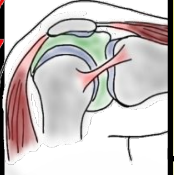
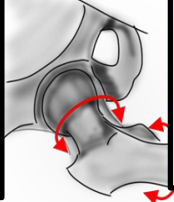
## Lesson 4: Observing Cells

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



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



### Types of Joint

**Ball & Socket**

Largest range of  
motion incl. the hip  
and shoulder joints

**Hinge**

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

**Fixed**

No range of  
motion found in  
the skull

**Straight arm**



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

**Bent arm**

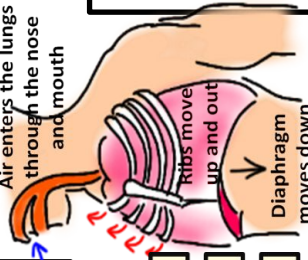


Biceps  
**CONTRACTS**  
Triceps  
**RELAXES**

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

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

# 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

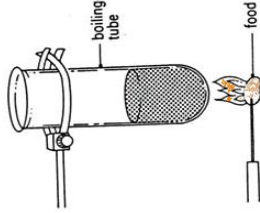
The 4 Energy Transfers are...

Mechanical
Heating
Electrical
Radiation

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

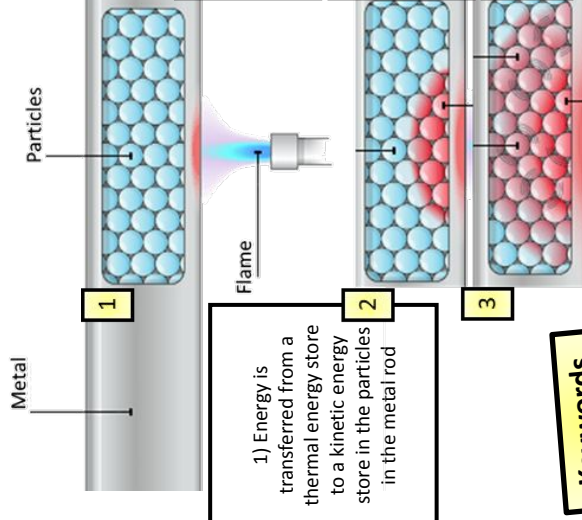
## Lesson 3: Energy in Food

- ↓ INSTRUCTIONS ↓
- 1) Use a measuring cylinder to measure 5cm³ 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 5cm³ of water.
  - 4) Measure temperature at end.



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

## Lesson 4: Conduction



2) Vibrating particles collide with neighbouring particles

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

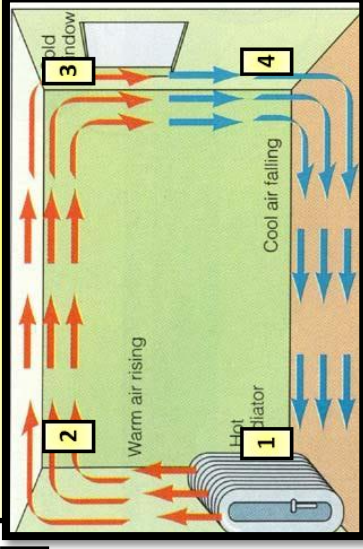
This process repeats until the entire rod has heated.

This process is called **Conduction**

### Keywords

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

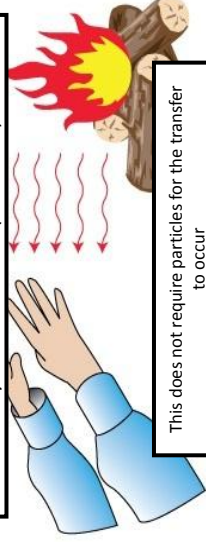
## Lesson 5: Convection



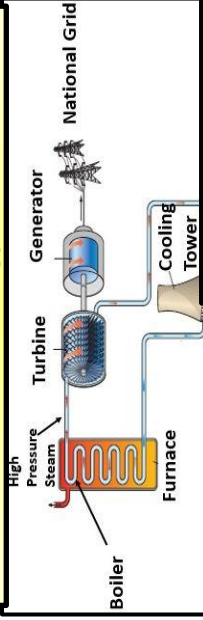
- 1 Particles heat up and become less dense
- 2 The particles rise
- 3 Particles cool and become more dense
- 4 The particles fall

## 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
------	-----	-----

**Renewable Fuels (Sustainable)**

Nuclear	Biomass	Hydroelectric	Geothermal
Wind	Tidal	Wave	Solar

## 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)**

**E**  
**P**  
**t**

Phonics	
Spelling	Sound
an / en	on
aim	em
è	air
é	ay
j	zhuh
oi	wa
ui	we

Basic Greetings	
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu ?	What's your name?
Je m'appelle _____	My name is _____
Comment ça va ?	How are you?
Ça va bien, merci	I'm good, thanks.
Ça ne va pas !	I'm not good.
À bientôt !	See you soon!

Family Members	
Mon père	My dad
Ma mère	My mum
Mon frère	My brother
Ma soeur	My sister
Mon oncle	My uncle
Ma tante	My aunt
Mon grand-père	My grandad
Ma grand-mère	My grandma

<b>Noun</b> a person, place or thing.	<b>Adjective</b> describes a noun.	<b>Connective</b> links simple sentences together.	<b>Intensifier</b> words like: really, a bit, too (used before an adjective)
<b>Verb</b> a doing word	<b>Cognate</b> words which looks and means the same in English and French	<b>Phonics</b> the link between how things look and how they sound.	<b>Subject pronoun</b> the person "doing" the action in the verb.

Silly	Pandas	Don't	Talk
If a French word ends in an S, P, D or a T- it is <b>usually</b> silent.			

## Est-ce que tu aimes... ? Do you like...?

Opinion phrase	PVS + Noun (cognate)	because...	It is / it isn't	Intensifier	Adjective*	Connective**
J'adore I love	le foot	car because	c'est it is	très very	super super	et and
J'aime I like	le tennis			assez quite	cool cool	aussi also
Je n'aime pas I don't like	le golf	parce que because	ce n'est pas it isn't	un peu a bit	fantastique fantastic	en plus in addition
Je déteste I hate	le rugby			trop too	excellent excellent	
_____ aime _____ likes	le cricket	puisque since		vraiment really	amusant fun	cependant however
_____ déteste _____ hates	le chocolat				terrible terrible	mais but
	le sport	donné que given that			nul rubbish	
	la danse				affreux awful	
	la gymnastique				barbant boring	
	la télé					
	la musique					

* Your opinion sentence **can** finish here. ** You **could** use a connective (and, but, however) and loop back to the opinion phrase box to extend it!

Year 7 French Autumn 2 Knowledge Organiser: Unit 1b Free Time Activities

Phonics		Using the Comparative (comparing things)								Je l'adore	
Spelling	Sound	In French, we use the comparative to say that one thing is more or less “something” than another.   Football is <u>more</u> fun <u>than</u> golf. → Le foot est <u>plus</u> amusant <u>que</u> le golf.   To keep this as simple as possible, for now, make sure to <b>start</b> your comparative with a masculine noun.						J'adore	I love	<i>I love <b>it</b></i>	
eu	‘uh’							J'aime bien / J'aime beaucoup	I really like	Je l' <u>a</u> ime	
er	‘ay’							J'aime	I like	<i>I like <b>it</b></i>	
in	‘an’							J'aime assez	I quite like	Je ne l' <u>a</u> ime pas	
tion	‘see-on’	Le foot   Le tennis   Le golf   Le cricket   Le badminton	est is	plus more	cool intéressant amusant barbant nul	que than	Le vélo   La danse   La playstation   La gymnastique   La natation	Je n'aime pas	I don't like	<i>I don't like <b>it</b></i>	
ou	‘oo’							Je déteste	I hate	Je <u>le/la</u> déteste	
est	‘ay’							Je ne supporte pas	I can't stand	<i>I hate <b>it</b></i>	

Qu'est-ce que tu aimes faire pendant ton temps libre ? What do you like to do in your free time?

Time phrase	Opinion	Infinitive phrase	Because it is / isn't	Intensifier	Adjective
<b>Pendant mon temps libre,</b> <i>During my free time,</i> <b>Le weekend, At the weekend,</b> <i>In the evening,</i> <b>Chaque semaine,</b> <i>Each week,</i> <b>Après le collège, After school,</b> <b>Quelquefois,</b> <i>Sometimes,</i> <b>Souvent, Often,</b>	<b>j'adore</b> <i>I love</i>  <b>j'aime</b> <i>I like</i>  <b>je n'aime pas</b> <i>I don't like</i>  <b>je déteste</b> <i>I hate</i>	<b>jouer au foot</b> <i>to play football</i> <b>jouer au tennis</b> <i>to play tennis</i> <b>jouer au cricket</b> <i>to play cricket</i> <b>jouer au rugby</b> <i>to play rugby</i> <b>faire du skate</b> <i>to do skating</i> <b>faire du vélo</b> <i>to do cycling</i> <b>faire de la gymnastique</b> <i>to do gymnastics</i> <b>faire de la danse</b> <i>to do dancing</i> <b>regarder la télé</b> <i>to watch TV</i> <b>regarder les films</b> <i>to watch films</i> <b>écouter de la musique</b> <i>to listen to music</i> <b>aller sur youtube / tiktok / instagram</b> <i>to go on youtube / tiktok / instagram</i>	<b>car c'est</b> <i>because it is</i>  <b>car ce n'est pas</b> <i>because it isn't</i>	<b>très</b> <i>very</i>  <b>assez</b> <i>quite</i>  <b>un peu</b> <i>a bit</i>  <b>trop</b> <i>too</i>  <b>vraiment</b> <i>really</i>	<b>super super</b> <b>cool cool</b> <b>fantastique</b> <i>fantastic</i> <b>excellent</b> <i>excellent</i> <b>amusant</b> <i>fun</i>  <b>terrible terrible</b> <b>nul</b> <i>rubbish</i> <b>affreux</b> <i>awful</i> <b>barbant</b> <i>boring</i>

# YR 7 HISTORY: NORMAN CONQUEST & CASTLES



## HISTORICAL CONCEPTS

Assessment  
Objective 2:  
**Explaining**

**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

Assessment  
Objective 3:  
**Sources & Interpretations**

**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

## THE NORMAN CONQUEST

**5th January 1066:** Edward the Confessor dies, leaving no heir. warrior in Europe. Claimed he was promised the throne.

**6th January 1066:** Harold Godwinson is crowned King of England.

**20 September 1066:** Harald Hardrada invades England with more than 10,000 men in 200 longships.

**25 September 1066:** Harold Godwinson, defeats and kills Harald Hardrada at the Battle of Stamford Bridge.

**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.

**25th December 1066:** William was crowned.

## WHO SHOULD BE KING?

**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

## THE BATTLE OF HASTINGS:

**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.

# YR 7 HISTORY: NORMAN CONQUEST & CASTLES



## 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.



## 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.

## 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.

# GEOGRAPHY

# Map Skills

## Types of Geography

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

**Physical geography** The natural world without people

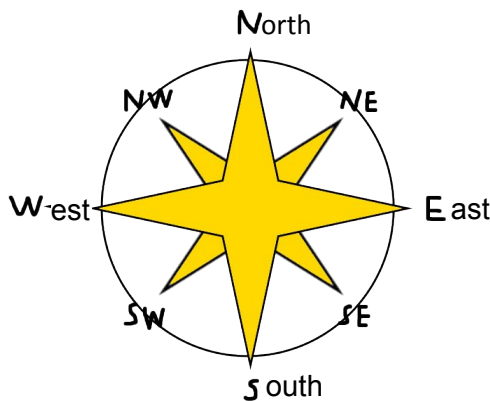
**Environmental geography** Human interaction with nature

## What is Geography?

“**Geography is the study of the Earth’s landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in.**”

Geography is part of your everyday life; you use it every day without even realizing!

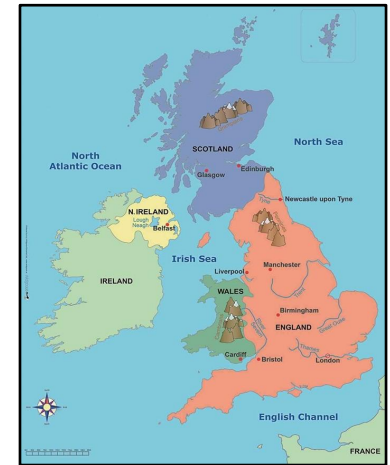
## Compass Points



## Where is the UK?

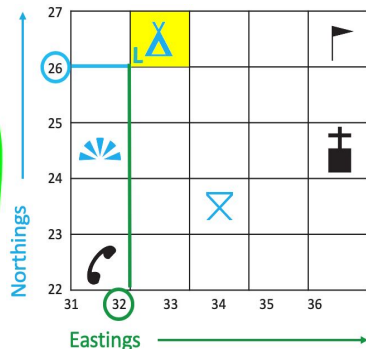


The United Kingdom (UK) is an island country located in the continent of Europe. It is made up of four countries: England, Scotland, Northern Ireland and Wales.



## 4 figure Grid references

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember.... eastings then northings!

Along the corridor and up the stairs!

## Map Symbols

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



Motorway



Train station



Footpath



Forest



Bus Station



River



Parking



Cycle trail



Viewpoint



Golf course



Nature reserve



Marshland

# 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



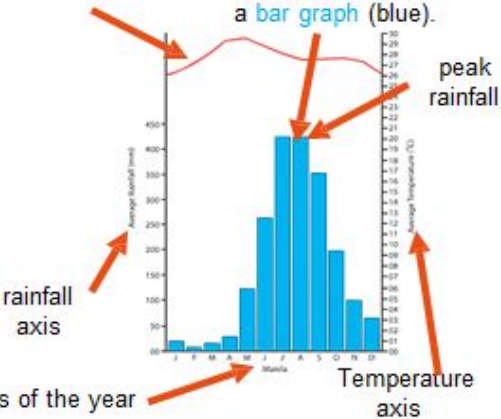
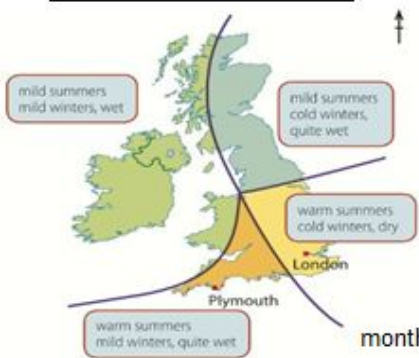
The **United Kingdom**, (UK), is located to the north-west of the continent of Europe. It has recently voted to leave a group of other countries known as the **European Union** - or the EU for short.

## 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 island nation 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 <b>United Kingdom</b> made up of <b>England</b> , <b>Scotland</b> , and <b>Wales</b>
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 <b>geographic</b> 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.

Key Term	Definition
<b>Tourism</b>	Visiting places of interest for a holiday
<b>Dark Tourism</b>	Traveling to sites associated with death, disaster or tragedy.
<b>Memorial Sites</b>	Locations dedicated to the remembrance of tragic events, such as war memorials.
<b>Disaster Tourism</b>	Visiting places that have been affected by natural or man-made disasters (e.g., Chernobyl, Ground Zero)
<b>Slum</b>	An overcrowded unplanned urban area inhabited by incredibly poor people.
<b>Chernobyl</b>	A city in Northern Ukraine near the border of Belarus. It was evacuated in 1986 due to a nuclear disaster.
<b>Auschwitz</b>	A place in Southern Poland used to kill Jewish people and minority groups during WWII.

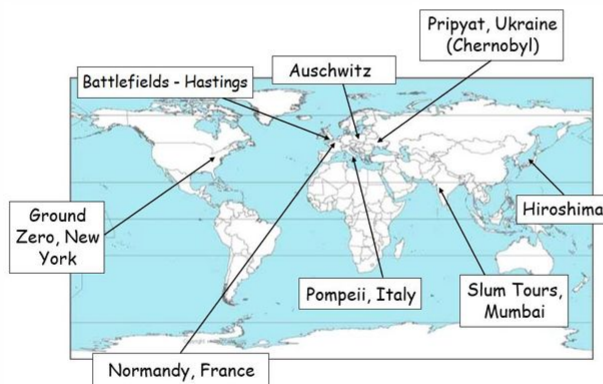
Studying **dark tourism** offers a unique perspective on both the tourism industry and human history, and it raises important ethical, social, and cultural questions.

### Why studying dark tourism is valuable:

1. Understanding Human History and Tragedy
2. Ethical Reflection
3. Cultural and Social Impact
4. Psychological Insights
5. Tourism Trends and Industry Growth
6. Preservation of Memory
7. Exploring the Relationship Between Tourism and Media
8. Sustainable and Responsible Tourism Practices
9. Broader Understanding of Cultural Memory
10. Encouraging Critical Thinking

By studying dark tourism, individuals can engage with these important cultural, historical, and ethical issues while also contributing to a more responsible and informed tourism industry.

### Sites of Dark Tourism

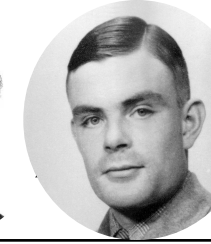
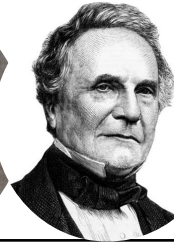


## Year 7 Geography: Dark Tourism



# 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		Embedded Devices
Laptop		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.   Examples: Smartphone, Smart doorbell, Dishwasher, Digital Microwave, Smart Fridge, Car SatNav.
Tablet		
Server/ Supercomputer		
Games Console		

### INPUT DEVICES



KEYBOARD



MOUSE



JOYSTICK



SCANNER



WEB CAMERA



MICROPHONE

### OUTPUT DEVICES



MONITOR



PRINTER



SPEAKER



HEADPHONE



PROJECTOR

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

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

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

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

# Year 7 Art - Visual Art Elements

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

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

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

## How do the physical qualities of media influence our artists decisions?

In art, **media** means the materials and tools that artists use to create their work. For example, if you draw with a pencil, your media is pencil. The choice of media is important in art and design because it affects how the artwork looks, feels, and communicates ideas. Different media create different textures, colours, and effects—so the artist can choose the one that best fits their message or style. The media also influences how the viewer experiences the artwork. In short, choosing the right media helps the artist express their ideas more clearly and powerfully.

**Media:** Graphite pencil, Charcoal, Coloured pencils, Watercolor paint, Acrylic paint, Oil paint, Ink (fineliners, brush pens), Pastels (soft and oil), Digital media, Spray paint

## Visual Art Elements

## 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

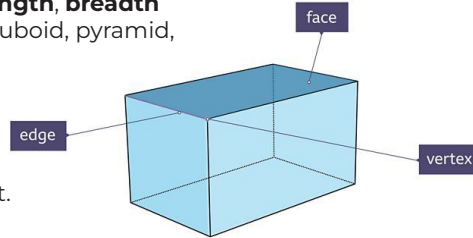
## Do all 3D ideas start from a 2D form?

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:

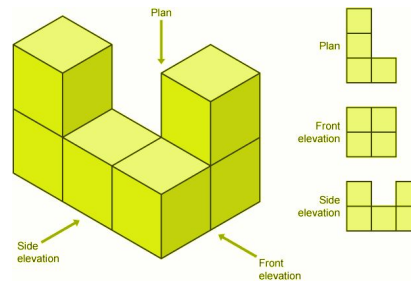
- A **face** is a flat surface.
- An **edge** is where two faces meet.
- A **vertex** is a corner where edges meet.
- The plural of vertex is **vertices**.



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.



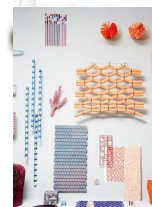
### Glass

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>Split staging</b>	Dividing the acting area into more than one location. Actors need to make sure they stay within the boundaries.
<b>Duologue</b>	A scene between two characters.

## 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 The Lion, the Witch and the Wardrobe

### Key Knowledge

- You will explore what it was like to be an evacuee
- You will learn how to use senses to create experiences for a character
- You will learn how to use physical theatre to create interesting characters and scenes
- You will learn about how to create characters using emotions, posture, facial expressions, gesture, body language and gait
- You will learn how to use split staging
- You will learn how to create a duologue



# Philosophy

## British World Views - from prehistory to modern day

**Paganism** - prehistory: religions based upon reverence, respect and worship for nature.

**Roman Influence** - 43CE to around 400CE; the Romans first brought their gods such as Jupiter and Mars and later introduced Christianity.

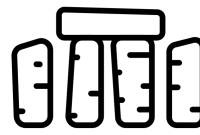
**Christianity** - disappeared with the Romans. From the late 6th Century, missionaries were sent from Rome and Ireland to re-introduce Christianity

**Viking Influence** - from the late 8th century, Vikings raided and then settled. They brought gods such as Thor.

**The Reformation** - Christianity prevailed and the Roman Catholic Church was the dominant worldview in Britain until Martin Luther and Henry VIII.

**The Enlightenment** - 1685-1815: a time of reasoning and science which led to changing beliefs and worldviews.

**Changing Population** - Britain's population has continued to grow and change, and so have our worldviews.



Created by trimena  
from Noun Project



Created by Jiaqi Wang  
from Noun Project



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from Noun Project



**The Big Story** - Old Testament of the Bible. It is made up of 39 books, compiled from c500 BCE; language - Hebrew, oldest man - Methuselah 969 years. We study some of the key characters and events which have had a lasting impact on our world (including the Middle East) and our country.

**The Fall** - believed by many to be the reason there is evil in the world

**Abraham** - seen as a key founder of Judaism, Islam and Christianity. He was given the promise of a land to live in. This promise has shaped the world we live in.

**Moses** - introduced the Ten Commandments that were embedded in English law.

**David** - a shepherd boy, who fought Goliath and became king.

## Key Terms

**Philosophy** - a love of wisdom

**Belonging and Identity** - being accepted for who you are

**Ritual** - a set of actions or words performed in a regular way

**Rites of Passage** - a ceremony or event marking an important stage in 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 genuine

**Interpretation** - how something is understood

**Socrates** - Socrates was the first philosopher to argue that everything should be questioned.

**Schism** - the formal separation of a religion into two, due to differences of beliefs and/or practices

**CE** - Common Era: the years following 0. We are in 2025CE

**BCE** - Before the Common Era: the years before the year 0

**Literalists** - Christians who believe the Bible, word for word

**Non-literalists** - Christians who believe the Bible is true, but includes symbolic meaning as well as facts

**Covenant** - a vow, or serious promise made between people or people and God.



# Year 7 PE - Fitness

## 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.

## FITNESS TESTS

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

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



## 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.

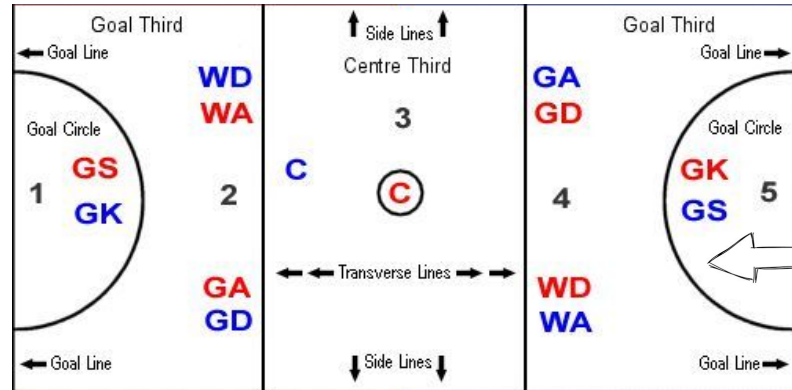
**Centre Third** – The area in the middle including the centre circle.

**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.

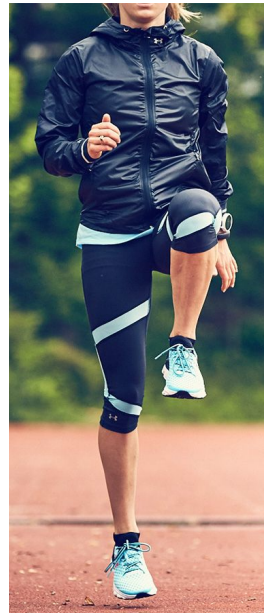
**Defending** – stage 1 man to man marking, stage 2 defend the pass.



## 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..

## RULES AND REGULATIONS

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

## POSITIONS

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

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

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

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

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

# 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.

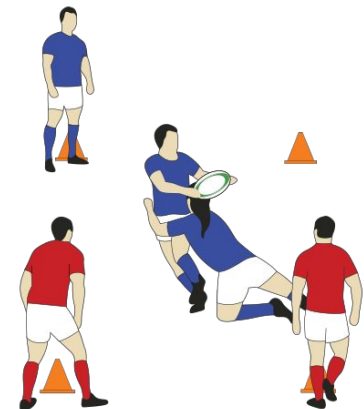
## Big Questions

### **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.