

# Knowledge Organiser

YEAR  
7



Bonjour! J'appelle Archie Dickens et j'ai dix ans. J'habite en Angleterre et je suis anglais. Mon père est aussi anglais.

Dans ma maison, en bas, il y a la cuisine, le salon et les w.c. On n'a pas de un bureau séparé on a un ordinateur. En haut il y a ma chambre, la chambre de mes parents et la salle de bain. Il y a un tapis rouge sous du bureau.

A mon avis j'ai aimé assez ma maison car il y a de la télé et la console de jeux dans ma chambre. Au revoir!

Bonjour je m'appelle Arveen et j'ai onze ans. J'habite en Angleterre et je suis anglais. Dans ma famille il y a ma mère, mon père et ma sœur.

Dans ma maison au rez-de-chaussée il y a les w.c., le salon, la cuisine et l'entrée. En haut il y a ma chambre, la chambre de mes parents, l'entrée, la salle de bain et le bureau. Je n'ai pas de salle de jeux. A l'extérieur, j'ai peut-être...

vendredi le vingt-et-un mars

Bonjour je m'appelle Ava et j'ai onze ans. J'habite en Angleterre et je suis anglaise, mais mon oncle est espagnol. Dans ma maison au rez-de-chaussée il y a le salon, la cuisine, les w.c. et la salle à manger. En haut ma chambre, la chambre de mes deux frères, deux la salle de bain et bureau, cependant on n'a pas de salle de jeux - c'est dommage! Dans ma chambre il y a un lit, une armoire, une commode, une table, une chaise et une console intelligent. Mais je n'ai pas de une console de jeux. Aussi, à l'extérieur, j'ai un jardin jolies. J'aime ma maison car c'est plutôt mignonne.

#11 habite en Espagne!

Salut, Je m'appelle Eve, mon nom de famille c'est Yuille. Mon anniversaire c'est le deux septembre. J'ai douze ans. J'habite en Angleterre et je suis anglaise, mais mon père est espagnol! Dans ma maison au rez-de-chaussée il y a le salon, la cuisine, l'entrée et la salle de jeux - deux chambre bains mais il n'y a pas de salle à manger. En haut, on a trois chambres et la salle de bain, cependant on n'a pas de salle de jeux - c'est dommage. Dans ma chambre il y a un lit et une armoire devant la cuisine. Aussi à l'extérieur, j'ai un petit jardin. J'aime ma maison car c'est plutôt confortable mais on ne supporte pas l'entrée c'est vraiment en désordre!

French Written Work by Archie Dickens, Arveen Sembi, Ava Fowler and Eve Yuille

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 will my teachers use them?**

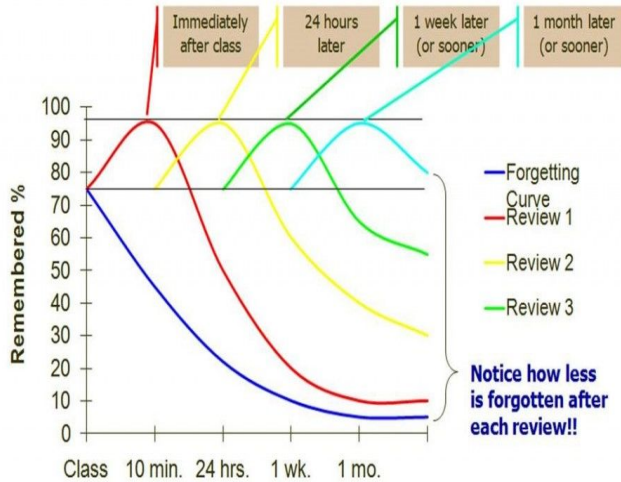
Core subjects will set homework once a week (others less often). This will help you to learn the most important knowledge for each topic. Teachers will also test you regularly to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure 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?

### **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](#)

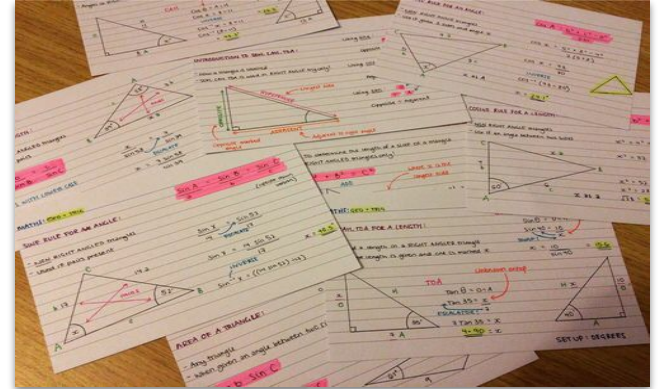
# How we learn at Redmoor

## 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:

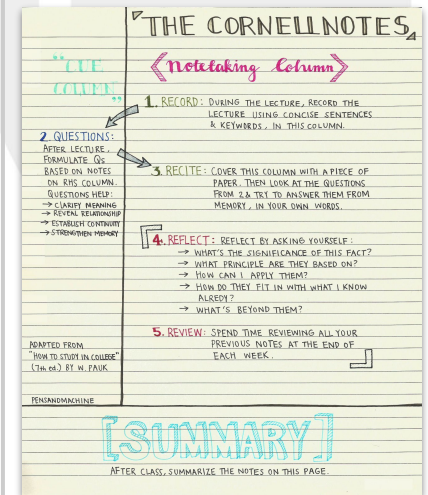
[Link To The Learning Scientists](#)

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

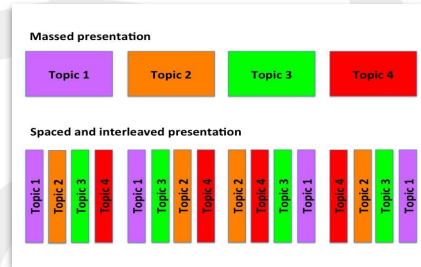


# How we learn at Redmoor

## 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.

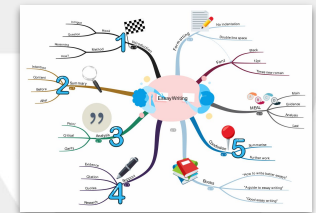
Eg. topic 1 is 'cells', topic 2 is the 'digestive system'. This will improve your memory!



## Mind Maps

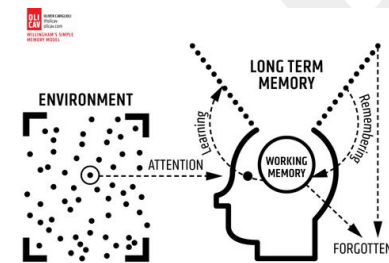
**Mind mapping** is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

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,

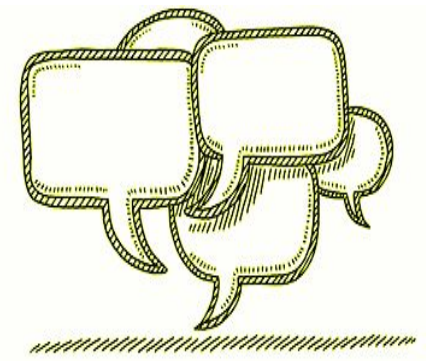
- **Past:** e.g. *I ran to the shops.*

- **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



## Banned words:

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

## 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...

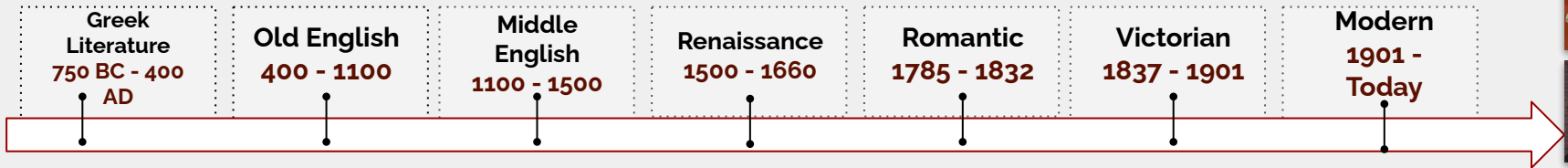
### To build on what someone else has been saying:

- 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...

Add,  
Build,  
Challenge



## VOCABULARY BOOST

Word	Definition
<b>Articulate</b>	To express things clearly.
<b>Create</b>	To make something new, or invent something.
<b>Epic</b>	Used to describe events that happen over a long period and usually involve a lot of action and difficulty.
<b>Hero</b>	A person who is admired for having done something very brave or having achieved something great.
<b>Intent</b>	To have as your plan or purpose.
<b>Literature</b>	Written artistic works, especially those that are remembered over time.
<b>Narrative</b>	A story or description of a series of events.
<b>Structure</b>	The way something is arranged or organised.

## BIG QUESTION: How are words powerful?

<b>Alliteration</b>	The same letter or sound at the start of words that are close together.
<b>Imagery</b>	Descriptive language which creates clear images.
<b>Metaphor</b>	A phrase which describes one thing as if it is something else.
<b>Onomatopoeia</b>	A word which, when said, sounds like the actual sound.
<b>Personification</b>	When you give an animal, thing or object qualities that only a human can have.
<b>Simile</b>	When you compare one thing to another using the words 'as' or 'like'.
<b>Tone</b>	An attitude of a writer toward a subject or an audience.

## BIG QUESTION: Why do form and structure matter?

<b>Stanza</b>	A group of lines in a poem - rather like a paragraph in a story.
<b>Rhyme scheme</b>	The pattern of rhyme within a poem.
<b>Rhyming couplet</b>	A pair of lines that rhyme together.
<b>Rhythm</b>	This is the beat of the poem, made up of stressed and unstressed sounds.
<b>Form</b>	The type of poem. E.g. the sonnet form follows a certain set of rules.
<b>Epic poem</b>	A long poem telling a story of olden times.
<b>Sonnet</b>	A poem with 14 lines traditionally about love, usually ending with a rhyming couplet.

<b>BIG QUESTION: How do we use language to bring stories to life?</b>	
Simile	Comparing two things using 'like' or 'as'.
Metaphor	Saying something <i>is</i> something else to create a comparison.
Personification	Giving human qualities to non-human objects or animals.
Onomatopoeia	Words that mimic the sound they describe (e.g., <i>Crash</i> , <i>Whisper</i> ).
Alliteration	When words close together start with the same letter or sound.

<b>BIG QUESTION: How can structure control the reader's experience?</b>	
Pacing	The speed at which a story unfolds (short sentences speed it up; long ones slow it down).
Flashback	A scene set in a time earlier than the main story.
Juxtaposition	Placing two very different things side by side to highlight their differences.
Dialogue	A conversation between two or more characters.

<b>Freytag's Pyramid: This five-part structure helps writers build tension and resolve their stories effectively.</b>	
1. Exposition	The introduction: setting the scene, introducing characters and establishing the mood.
2. Rising Action	A series of events or obstacles that build tension and develop the conflict.
3. Climax	The turning point: the most intense, exciting, or important part of the story.
4. Falling Action	The events following the climax where the tension begins to drop.
5. Resolution	The conclusion: where loose ends are tied up (or left on a cliffhanger!).

<b>Gothic Conventions</b>	
Setting	Often set in wild, remote locations and haunted houses. The characters are often isolated.
Characters	We usually encounter a scared protagonist and creepy, peculiar antagonist.
Pathetic Fallacy	The writer often uses descriptions of darkness and bad weather to create an ominous mood.
A semantic field of death	Tombs, Graveyards, corpses, ghosts, curses, decaying landscapes etc.

# Y7 Summer MATHS - Mastery

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M647	Solving equations of the form $x/a+b=c$ *			
M823	Finding factors and using divisibility tests			
M698	Finding the highest common factor			
M158	Finding fractions of shapes			
M939	Constructing fractions			
M410	Finding equivalent fractions			
M671	Simplifying fractions			
M335	Ordering fractions			
M601	Converting between mixed numbers and improper fractions			
M227	Finding the lowest common multiple			
M835	Adding and subtracting fractions			
M931	Adding and subtracting mixed numbers			

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M695	Fractions of amounts without a calculator			
M684	Fractions of amounts with a calculator			
M157	Multiplying fractions			
M197	Multiplying with mixed numbers			
M216	Reciprocals			
M110	Dividing fractions			
M265	Dividing with mixed numbers			

# Y7 MATHS Summer - Stretch

Sparx Code	TOPIC	Covered In lessons	RAG	R/A Reviewed
M328	Calculating the range			
M934	Calculating the median			
M841	Finding the mode			
M940	Calculating the mean			
M899	Interpreting frequency tables and two-way tables			
M597	Drawing and interpreting tally charts			
M644	Drawing and interpreting pictograms			
M460	Drawing bar charts			
M738	Interpreting bar charts			
M945	Collecting and recording data using tables			
M450	Presenting data and making conclusions			
M127	Finding averages from frequency tables			
M440	Choosing suitable averages and solving problems			
M478	Solving proportion problems			

Sparx Code	TOPIC	Covered In lessons	RAG	R/A Reviewed
M216	Reciprocals			
M157	Multiplying fractions			
M110	Dividing fractions			
M197	Multiplying with mixed numbers			
M265	Dividing with mixed numbers			
M695	Fractions of amounts without a calculator			
M684	Fractions of amounts with a calculator			
M958	Converting between fractions and decimals			
M264	Converting between fractions, decimals and percentages			
M553	Ordering fractions, decimals and percentages			
M235	Writing numbers as percentages of other numbers			
M655	Using probability phrases			
M941	Writing probabilities as fractions			
M938	Writing probabilities as fractions, decimals and percentages			
M755	Probabilities of mutually exclusive events			
M718	Sample space diagrams			

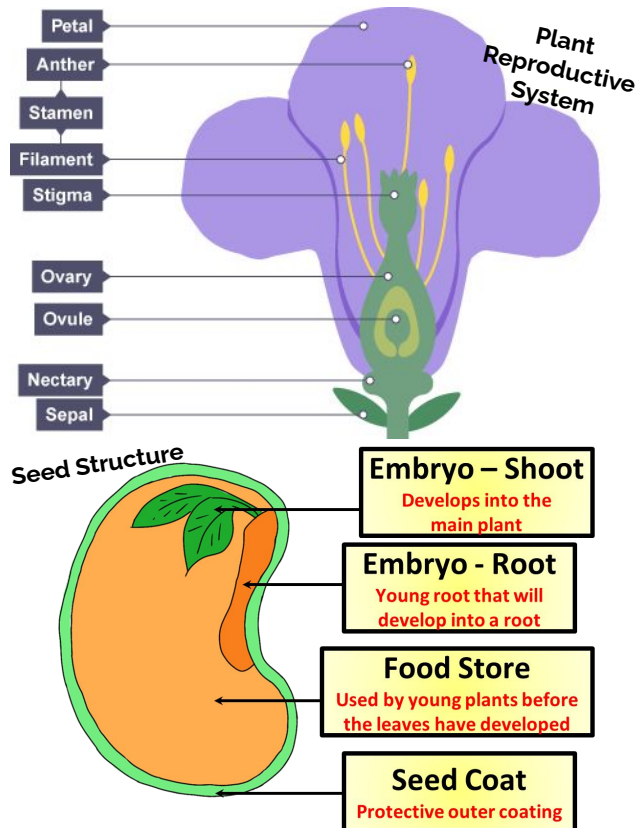


# Science: Reproduction

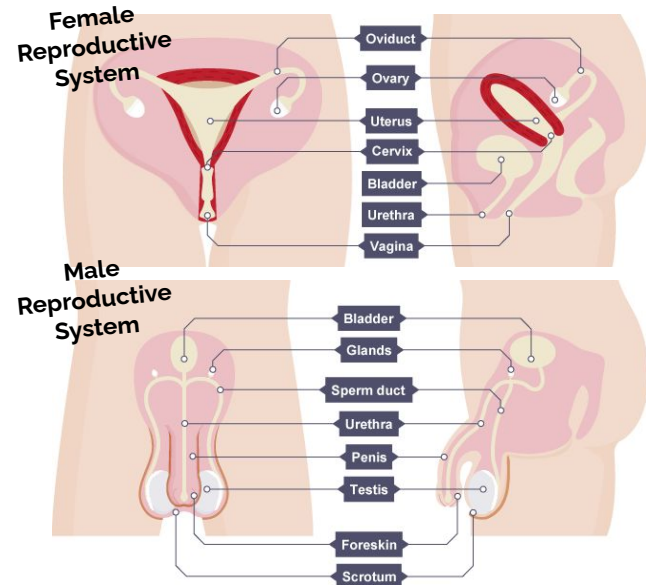
## BIG QUESTION How are new plants made?

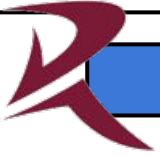
<b>Anther</b>	Part of the stamen that produces the pollen grains containing the male gamete.
<b>Pollination</b>	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. This results in Fertilisation.
<b>Seed dispersal</b>	The transport of seeds from the plant to another area in order to grow.
<b>Germinate</b>	The process controlled by enzymes in which the seed begins to develop into a new young plant.
<b>Stigma</b>	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**

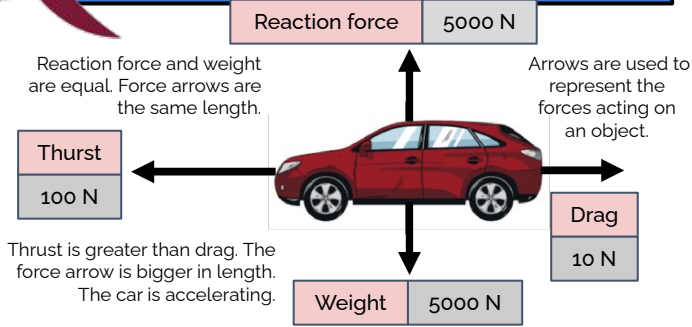


BIG QUESTION How are new humans made?	
<b>Embryo</b>	An organism in the early stages of development.
<b>Fertilisation</b>	When a male and female gamete join together. This takes usually place in the oviduct
<b>Foetus</b>	Unborn baby.
<b>Gamete</b>	Sex cell (sperm in males and ova/eggs in females).
<b>Menstruation</b>	Also called a 'period'. The loss of blood and tissue from the lining of the uterus through the vagina during the menstrual cycle.
<b>Placenta</b>	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.
<b>Puberty</b>	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.
<b>Sexual reproduction</b>	The formation of a new organism by combining the genetic material of two organisms.
<b>Umbilical Cord</b>	The cord that connects the fetus (foetus) to the placenta. It contains blood vessels.
<b>Uterus</b>	Also known as a womb. This is where the fertilised egg (ovum) develops.
<b>Zygote</b>	A fertilised egg cell.





# Science: Forces



Weight and reaction force are **balanced**.

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

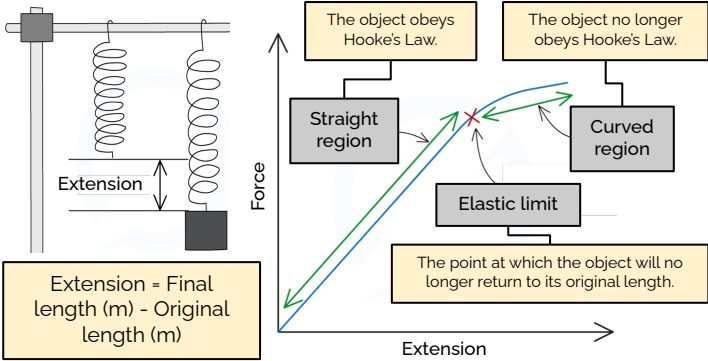
$Weight (N) = Mass (kg) \times Gravitational \text{ field strength } (N/kg)$

## BIG QUESTION: How can forces affect the rotation and shapes of objects?

<b>Moment</b>	The turning effect of a force about a pivot, measured in Newton-metres (Nm).
<b>Elastic</b>	Materials that return to their original shape once the force is removed
<b>Hooke's Law</b>	The extension of an elastic object (like a spring) is directly proportional to the force added.

$Moment (Nm) = Force (N) \times Perpendicular \text{ distance } (m)$

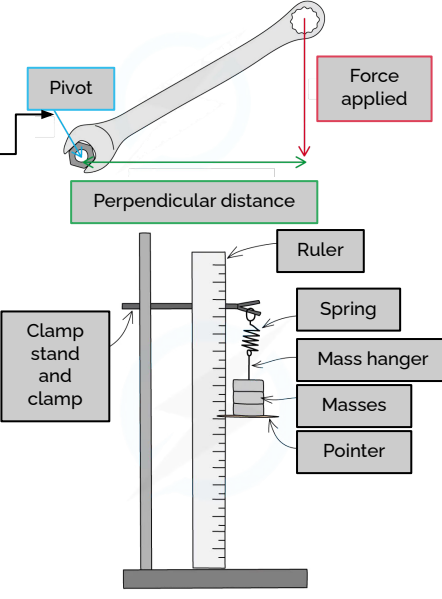
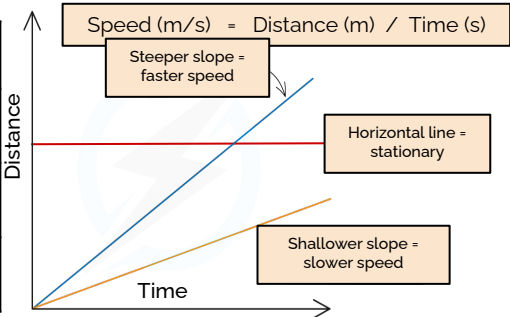
$Force (N) = Spring \text{ constant } (N/m) \times Extension (m)$



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

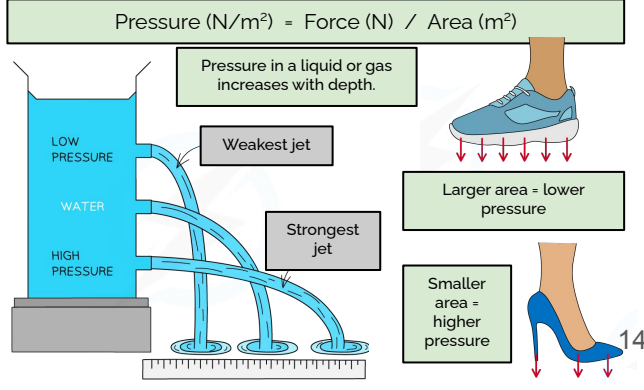
## BIG QUESTION: What is the relationship between speed, distance and time?

<b>Speed</b>	Speed is a measure of how fast an object is moving.
<b>Distance</b>	How far an object has travelled, measured in metres (m).
<b>Acceleration</b>	Describes an object which is increasing in speed.



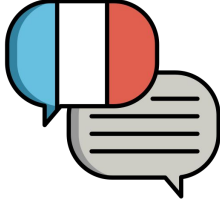
## BIG QUESTION: How is pressure different in solids, liquids and gases?

<b>Pressure</b>	Force applied per unit area.
<b>Upthrust</b>	Force that pushes objects upwards in a liquid or gas.



# Year 7 French: Summer 1: Ma Ville

Les prépositions <i>Prepositions</i>	
près de	close to
à côté de	next to
en face de	facing / opposite
devant	in front of
derrière	behind
entre	between
à gauche <b>du / de la</b>	on the left of
à droite <b>du / de la</b>	on the right of

Tu aimes ta ville ? <i>Do you like your town?</i>		
Opinion Phrase	because	reason
<b>Oui, j'adore ma ville</b> <i>Yes, I love my town</i>  <b>Oui, j'aime ma ville</b> <i>Yes, I like my town</i>	<b>car</b> <i>because</i>  <b>parce que</b> <i>because</i>  <b>donné que</b> <i>given that</i>  <b>puisque</b> <i>since</i>	<b>Il y a beaucoup de magasins</b> <i>there are lots of shops</i> <b>mes amis habitent ici</b> <i>my friends live here</i> <b>Il y a des espaces verts</b> <i>there are green spaces</i> <b>Il y a beaucoup de choses à faire</b> <i>there are lots of things to do</i>
<b>Non, je n'aime pas ma ville</b> <i>No, I don't like my town</i>  <b>Non, je déteste ma ville</b> <i>No, I hate my town</i>		<b>Il n'y a rien à faire</b> <i>there is nothing to do</i> <b>c'est barbant</b> <i>It's boring</i> <b>c'est moche</b> <i>it's ugly</i> <b>c'est trop petit</b> <i>It's too small</i>

Qu'est-ce qu'il y a dans ta ville ? <i>What is there in your town?</i>			
In my town there is	Place	But there isn't a	Place
<b>Dans ma ville, il y a</b> <i>In my town, there is / there are</i>  <b>Dans mon village, il y a</b> <i>In my village, there is / there are</i>  <b>Dans ma région, il y a</b> <i>In my region, there is / there are</i>	<b>un café</b> <i>a school</i> <b>un restaurant</b> <i>a restaurant</i> <b>un parc</b> <i>a park</i> <b>un collège</b> <i>a school</i> <b>un centre sportif</b> <i>a leisure centre</i> <b>un cinéma</b> <i>a cinema</i> <b>un terrain de foot</b> <i>a football pitch</i> <b>un centre commercial</b> <i>a shopping centre</i> <b>une bibliothèque</b> <i>a library</i> <b>une gare</b> <i>a train station</i> <b>une piscine</b> <i>a swimming pool</i> <b>des magasins</b> <i>some shops</i>	<b>mais il n'y a pas de</b>	<b>patinoire</b> <i>ice rink</i>  <b>stade</b> <i>stadium</i>  <b>château</b> <i>castle</i>  <b>parc d'attractions</b> <i>theme park</i>  <b>zoo</b> <i>zoo</i>  <b>piste de ski</b> <i>ski slope</i>  <b>musée</b> <i>museum</i>

## Year 7 French: Summer 2a: Où on peut...

Qu'est-ce qu'il y a pour ceux qui aiment... What is there for those who like...

For those who like...		there is/ there are	a...	where you can	activity
 Pour ceux qui aiment	<b>le sport</b> <i>sport</i>	il y a	<b>un terrain de foot</b> <i>a football pitch</i> <b>un centre sportif</b> <i>a leisure centre</i> <b>une piscine</b> <i>a swimming pool</i>	où on peut	<b>jouer au foot</b> <i>play football</i> <b>faire du sport</b> <i>do some sport</i> <b>faire de l'exercice</b> <i>do some exercise</i> <b>faire de la natation</b> <i>do some swimming</i>
	<b>la culture</b> <i>culture</i>		<b>un cinéma</b> <i>a cinema</i> <b>un théâtre</b> <i>a theatre</i>		<b>regarder des films</b> <i>watch films</i> <b>regarder un spectacle</b> <i>watch a show</i>
	<b>faire les magasins</b> <i>doing some shopping</i>		<b>des magasins</b> <i>some shops</i> <b>un centre commercial</b> <i>a shopping centre</i>		<b>faire des achats</b> <i>buy things</i>
	<b>la nature</b> <i>nature</i>		<b>un forêt</b> <i>a forest</i> <b>des espaces verts</b> <i>some green spaces</i>		<b>voir des animaux</b> <i>see some animals</i> <b>faire une promenade</b> <i>go for a walk</i>
	<b>la nourriture</b> <i>food</i>		<b>un café</b> <i>a cafe</i> <b>un restaurant</b> <i>a restaurant</i>		<b>manger un repas</b> <i>eat a meal</i> <b>rencontre les amis</b> <i>meet some friends</i>

## Year 7 Summer 2b: À l'avenir je voudrais habiter...

Où voudrais-tu habiter à l'avenir ? Where would you like to live in the future?

Time phrase	I would like to live	in...	Opinion phrase	It would be	Intensifier	Adjective
À l'avenir <i>In the future</i>	<b>je voudrais habiter</b> <i>I would like to live</i>	<b>en France</b> <i>in France</i> <b>en Espagne</b> <i>in Spain</i> <b>en Italie</b> <i>in Italy</i>	<b>à mon avis</b> <i>in my opinion</i>	<b>ce serait</b> <i>it would be</i>	<b>très</b> <i>very</i>	<b>fantastique</b> <i>fantastic</i>
Dans le futur <i>In the future</i>	___ <b>voudrait habiter</b> ___ <i>would like to live</i>	<b>en Australie</b> <i>in Australia</i> <b>au Canada</b> <i>in Canada</i> <b>au Japon</b> <i>in Japan</i> <b>aux Etats-Unis</b> <i>in the USA</i>	<b>je pense que</b> <i>I think that</i> <b>je dirais que</b> <i>I would say that</i> <b>selon moi</b> <i>according to me</i> <b>pour moi</b> <i>for me</i>		<b>assez</b> <i>quite</i> <b>complètement</b> <i>completely</i> <b>totalemment</b> <i>totally</i> <b>vraiment</b> <i>really</i> <b>absolument</b> <i>absolutely</i> <b>tellement</b> <i>so</i> <b>incroyablement</b> <i>incredibly</i> <b>extrêmement</b> <i>extremely</i>	<b>chouette</b> <i>great</i> <b>passionnant</b> <i>exciting</i> <b>divertissant</b> <i>entertaining</i> <b>formidable</b> <i>amazing</i>



# YEAR 7 HISTORY: POWER, CHURCH & STATE

## Major Events

### **Battle of Bosworth – 22nd August 1485**

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

### **Henry VIII's Six Wives:**

- 1st:** Catherine of Aragon – Divorced (child: Mary I)
- 2nd:** Anne Boleyn – Beheaded (child: Elizabeth I)
- 3rd:** Jane Seymour – Died (child: Edward VI)
- 4th:** Anne of Cleves – Divorced
- 5th:** Catherine Howard – Beheaded
- 6th:** Catherine Parr – Survived



### **Spanish Armada -1588:**

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

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

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

### **The Civil War – 1642-1651**

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

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

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

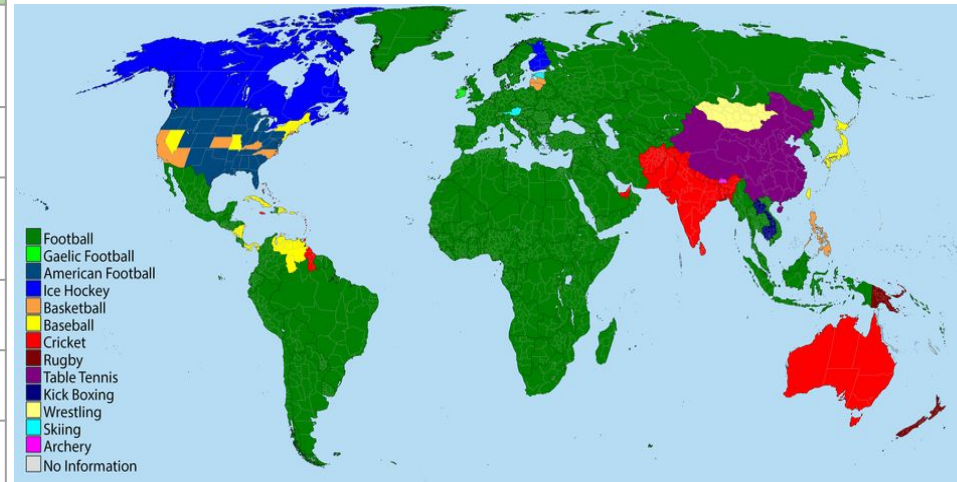
### **Glorious Revolution - 1688**

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

<b>Henry VII</b> 1485-1509	
<b>Henry VIII</b> 1509-1547	
<b>Edward VI</b> 1547-1553	
<b>Mary I</b> 1553-1558	
<b>Elizabeth I</b> 1558-1603	
<b>James I</b> 1603-1625	
<b>Charles I</b> 1625-1649	
<b>Interregnum</b> <b>Oliver Cromwell</b> 1649-1658	
<b>Charles II</b> 1660-1685	
<b>James II</b> 1685-1688	
<b>William III</b> 1688-1702 & <b>Mary II</b> 1688-1694	

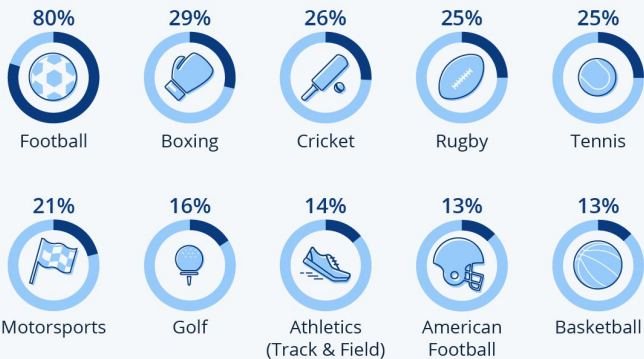
# Year 7 Geography - The Geography of Sport

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



## Which Sports Do Brits Follow?

Share of UK sports fans who say they follow competitions/leagues/teams in the following professional sports



4,123 UK adults who follow sports surveyed 07 July 2021 to 15 June 2022  
Source: Statista Global Consumer Survey

## Factors impacting sport

1. Sporting Landscape
2. Climate
3. Infrastructure
4. Globalisation
5. Cultural Influence
6. Tourism
7. Sporting Capital
8. Accessibility
9. Traditions
10. Event Legacy
11. Sustainability
12. Geographical Factors
13. Participation Rates

# Year 7 Geography - Antarctica



## Overview

- Antarctica is the world's southernmost continent. It is the location of the geographic South Pole.
- Antarctica is the world's fifth largest continent by size; 14.2 million km<sup>2</sup>. It is about twice the size of Australia.
- About 98% of Antarctica is covered by ice, this averages about 1.5 miles in thickness.
- Antarctica is the coldest, driest and windiest continent on earth.
- It's population is only about 2000 people, who are temporary scientists and research teams.



## Human Geography

**Race to the south Pole** - In late 1911, Robert Scott's British team and Roald Amundsen's Norwegian team were in direct competition to reach the South Pole first. Amundsen's team won the race by 33 days. Scott and his team were ill prepared and died on their return from the Pole, freezing to death in their tents.

**Melting Ice** - Antarctic Ice has been melting over recent years, as a consequence of global warming. This is alarming as the melting ice could allow sea levels to rise and flood low-lying countries such as the Maldives.

**Antarctic Treaty** - The Antarctic Treaty was declared to end disputes over territory in Antarctica. The current claims are now fixed and no country can claim any area south of 60 degrees latitude.



## Physical Geography

**Weather extremes** - Antarctica is the coldest and windiest place on earth. In the mountains, temperatures regularly drop below -60 degrees in the winter. It is slightly warmer around the coastal areas, but rarely exceeds 0 degrees.

**Animals** - Despite a hostile climate, including freezing temperatures, gale force winds and winter darkness, Antarctica is home to many specially adapted animals. Emperor Penguins are one of the best-known, and one of the only animals to remain on Antarctica throughout winter.

**Ice Sheet** - The Antarctic Ice Sheet is the largest on earth. In winter, it extends beyond the continent and that growth mainly occurs on the coast.

There are no countries in Antarctica, and no personal residents. Antarctica is divided into foreign-run territories.

### Largest settlements in Antarctica

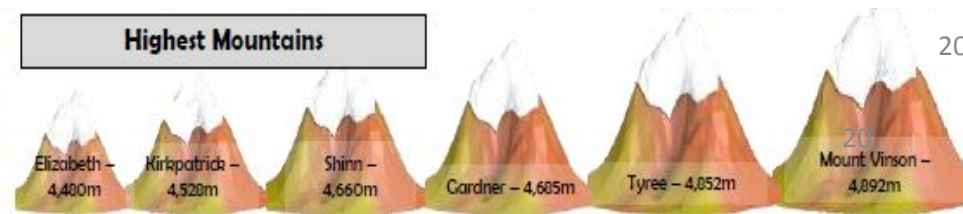
1. McMurdo Station (USA)
2. Frei Station (Chile)
3. Amundsen-Scott (USA)
4. Mimy - (Russia)
5. Esperanza - Argentina



### Longest Rivers



### Highest Mountains



# Year 7 Geography - JAPAN



## Overview



- Japan is an Island country located off the eastern coast of Asia.
- It is bordered by the sea of Japan to the west and the Pacific Ocean to the east.
- Japan is an archipelago of 6,852 Islands.
- The five main Islands are Hokkaido, Honshu, Kyushu, Shikoku and Okinawa.
- About 126 million people live in Japan. It is the 11th most populated country in the world.

## Physical Geography

- Japan is an archipelago that spreads across 3,000km along the east Asian coast.
- Honshu is by far the largest island.
- The terrain of Japan is mostly mountainous, with about 60% forests.
- East of Japan there are deep ocean trenches in the Pacific. This is caused by tectonic plates overlapping. This causes frequent earthquakes, Tsunamis and the creation of volcanoes in Japan.
- The highest mountain in Japan is Mt Fuji, at 3,776M, which is also a volcano.
- The Japanese land area is slowly growing due to volcanic eruptions and the natural expansion of islands.

## Human Geography

**Population** - With around 126 million people, Japan is the 11th most populated country in the world. Most of the population is clustered into urban areas on the coast, the plains and the valleys. The population density of Japan is 336 people per square kilometer - it is VERY densely populated.

**Settlements** - The capital city of Japan is Tokyo, it has a population of around 30 million people. Tokyo is considered to be the most populous city in the world. Other large cities include Yokohama (3.7 million) and Osaka (2.6 million).

**Economic activity** - The currency in Japan is called the Yen. Throughout the late 20th and early 21st century Japan's economy grew rapidly and is now one of the largest economies in the world.

**Resources/trade** - Japan is a world leading producer of a wide range of products, including motor vehicles, Iron and steel products. Its main trading partners are the USA, China the European Union and South Korea.

## Key words










Pacific Ocean	Mount Fuji
Hokkaido	Okinawa
Honshu	Japan
Kyushu	Asia
Shikoku	Denseley
Tokyo	Yokohama



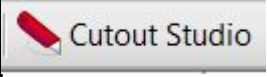
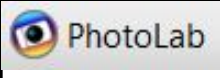

# Year 7 Computing

## Creating Digital Images

### Serif DrawPlus Basic Tools

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

### Serif DrawPlus Advanced Tools

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

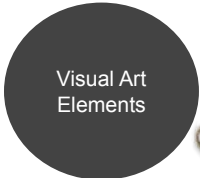
### Creating Digital Graphics

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

# Year 7 Art - Visual Art Elements

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

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

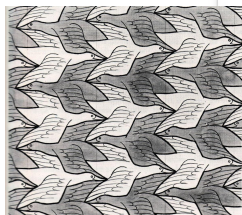
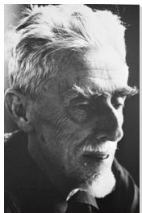


Line	Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.
Shape	Shape can be shown in a number of ways. Sometimes we can recognise the shapes,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

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

### 5 facts about the artist

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



## What is colour theory?

The colour wheel helps us understand the relationships between colours.

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

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

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

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

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

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

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

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

# Year 7 Art - Pop Art

## Why was Andy Warhol successful?

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



Pop Art

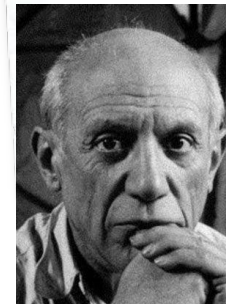
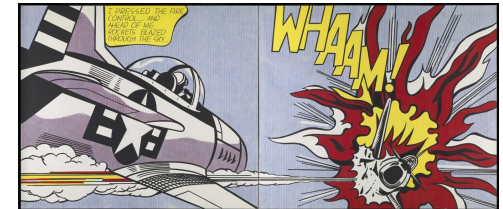


## How did Pop Art influence culture?

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

- Pop art was normally related to everyday objects or people that were popular at the time.
- It made use of **popular** imagery, such as comics, films, advertising and household objects.
- It often used bright colours such as red, blue and yellow, as well as images of celebrities or **fictional** characters from TV or comics.
- Another well known pop artist was Roy Lichtenstein. His paintings and prints looked just like comic strips, including his most well known work entitled *Whaam!*

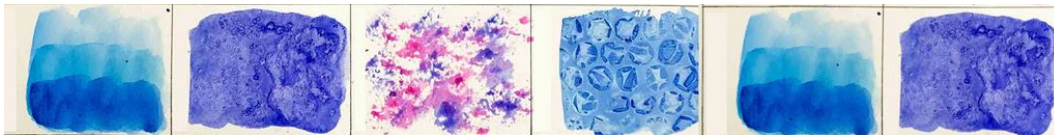
Pop Art influence the way people lived their lives. They wanted to take risks, wear bright colours and be extraordinary!



## How does using the correct equipment affect work quality?

### Painting Tips

1. **Plan Your Composition** — Sketch your idea lightly before painting to organise the layout.
2. **Use Quality Brushes** — Different brushes create different effects; experiment to find what works best.
3. **Start with Thin Layers** — Build up your painting gradually with thin washes before adding thicker paint.
4. **Keep Your Palette Clean** — Wipe brushes and mixing areas to avoid muddy colours.
5. **Work from Background to Foreground** — Paint distant objects first, then add details on top.
6. **Let Paint Dry Between Layers** — Especially for acrylic and oil, this prevents colors from muddying.
7. **Don't Overwork** — Sometimes less is more; know when to stop.
8. **Clean your brushes** — Clean your brushes thoroughly between colors to prevent cross-contamination.



# 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.



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.

## How can designers execute their ideas?

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

### Carving

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

### Casting

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

### Modelling

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

### Constructing and assembling

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

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

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

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

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

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

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



## Drama Keywords

### Characterisation

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

### Chorus / Ensemble

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

### Dislocation

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

### Body-as-prop

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

### Levels

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

### Exaggeration

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

### Transitions

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

### Accompaniment

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

## Year 7 Drama - Summer Term HISTORY OF THEATRE - The Tempest

### 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 Tempest 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 William Shakespeare and how to perform a Shakespearean play



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

### Key Knowledge

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





### Overview

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

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

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

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

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

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



### Sikh Beliefs

#### Guru Nanak



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

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

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

#### Vaisakhi

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

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

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

#### The Five Ks



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

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

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

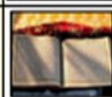
### Answers to Important Questions and Key Vocabulary

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



-Sikh temples are called gurdwaras. They are built with a large central dome.  
-Gurdwaras have four doors, to show that they are open to all people, as a part of the Sikh belief that everyone is equal.  
Before Sikhs worship in a gurdwara, they should take a bath as a mark of respect and cleanliness. Shoes are taken off, and heads are covered.

**What is the Sikh holy book?**



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

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



-Sikh people are mainly found in the Punjab region of north India, in Asia. In total, there are nearly 23 million Sikhs in India.  
-However, there are also populations of Sikhs on every inhabited continent.  
-The largest populations of Sikhs in countries outside of India are in the United States, Canada, the United Kingdom, and Malaysia. There are very few Sikhs in parts of Africa and Central America.

**What are some other Sikh traditions?**



-When a Sikh baby is born, the whole community turns out to celebrate! Fathers traditionally tell the news to friends and family, and the baby name is revealed in a ceremony at the gurdwara.  
-Sikh names are easily distinguishable. Boys and men are given an extra Sikh name – Singh – meaning 'lion.' Girls and women have Kaur – 'princess.'

### Key Vocabulary

Sikh

Guru Nanak

India

Punjab

Granth Sahib

El Onkar

Gurdwara

Gobind Singh

Nishan Sahib

Golden Temple

Vaisakhi

The Five Ks

### Top 10 Facts!

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

### Sikhism Timeline

1469 CE: Birth of Guru Nanak.

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

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

1539 CE: Guru Nanak dies.

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

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

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

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

# World Music

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

**Samba** - Carnival Music from Brazil

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

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

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

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

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

**Pentatonic** - 5 note scale.

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

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

**Range** - lowest to highest note

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

**Major** - Overall happy sounding tonality

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

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

## Form and Structure.

**A B** - Binary form

**A B A** - Ternary form

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

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

**Verse Chorus** - song form

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



# Keyboard Skills



Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

KEYBOARD NOTE CHART  
Notes on the Grand Staff

Note Values

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

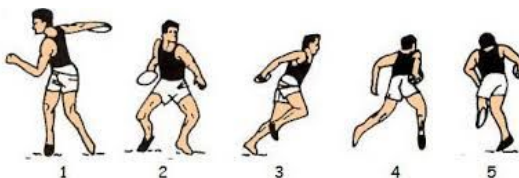
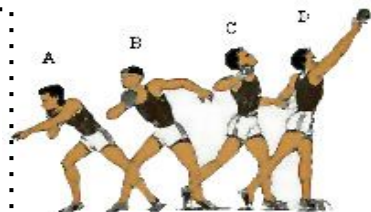
Left Hand Right Hand

Chord triads in Root position

C Dm Em F G Am B<sup>o</sup>

# Year PE 7 - Athletics

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



## TRACK EVENTS

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

MIDDLE DISTANCE 800M, 1500M, 3000M

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

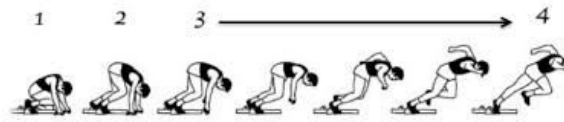
## FIELD EVENTS

SHOT PUT  
DISCUS  
JAVELIN  
LONG JUMP  
TRIPLE JUMP  
HIGH JUMP

## KEY TERMS

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

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



## KEY TERMS

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

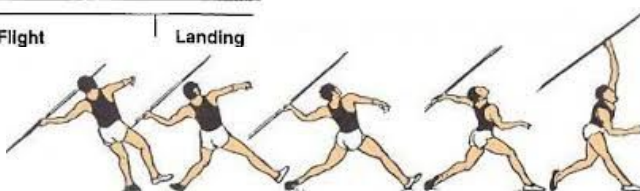


## QUESTIONS

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



Approach    Take-off    Flight    Landing



# PE - Tennis Year 7

## Rules

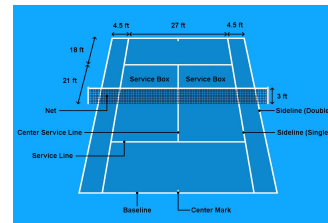
- A ball must land within bounds for play to continue; if a player hits the ball out of bounds, this results in the loss of the point for them.
- Players cannot touch the net or posts or cross onto the opponent's side.
- Players cannot carry the ball or catch it with the racquet.
- Players cannot hit the ball twice.
- Players must wait until the ball passes the net before they can return it.
- A player that does not return a live ball before it bounces twice loses the point.
- If the ball hits or touches the players without them returning it, it counts as a point.
- If the racquet leaves the hand or verbal abuse occurs, a warning is given.
- Any ball that bounces on the lines of boundary are considered good.
- A serve must bounce first before the receiving player can return it.

## Scoring

You need to score four points to win a game of tennis. The points are known as '15, 30, 40 and game.' If the scores went to 40-40 this would be known as 'DEUCE.' When a game reaches 'deuce' the player must then win by two clear points. This would be 'advantage' for the first point, followed by 'game.'



1. Can you perform a 3 part tennis warm up?
2. Can you identify/perform the main skills required for tennis?
3. Can you identify components of fitness required in tennis?
4. Can you demonstrate knowledge of the rules of tennis?
5. How do you score in a game?



Key words

Singles

Forehand

Doubles

Backhand

Grip

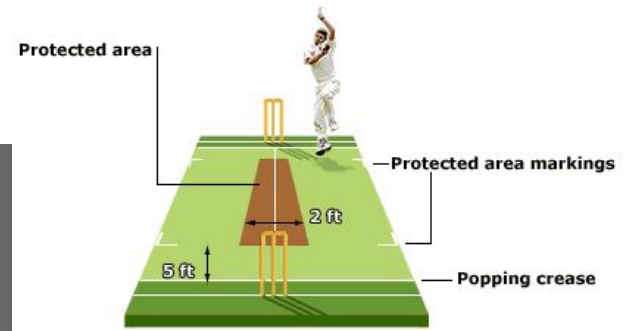
Rally

# PE - Striking and Fielding

Y7

## Cricket Rules

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



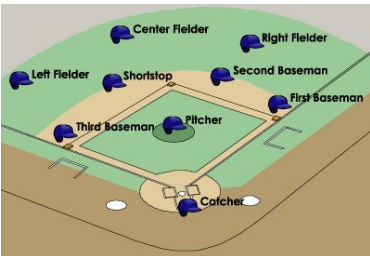
## Rounders Rules

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

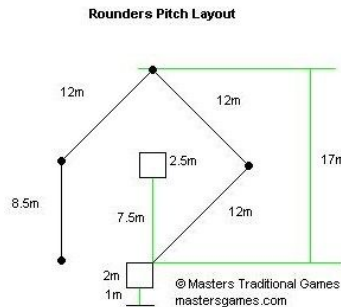


## Softball Rules

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



Can you identify these images?



Do you know the correct terminology?

