

# Knowledge Organiser

Year 7 Spring 1 2023

Name:

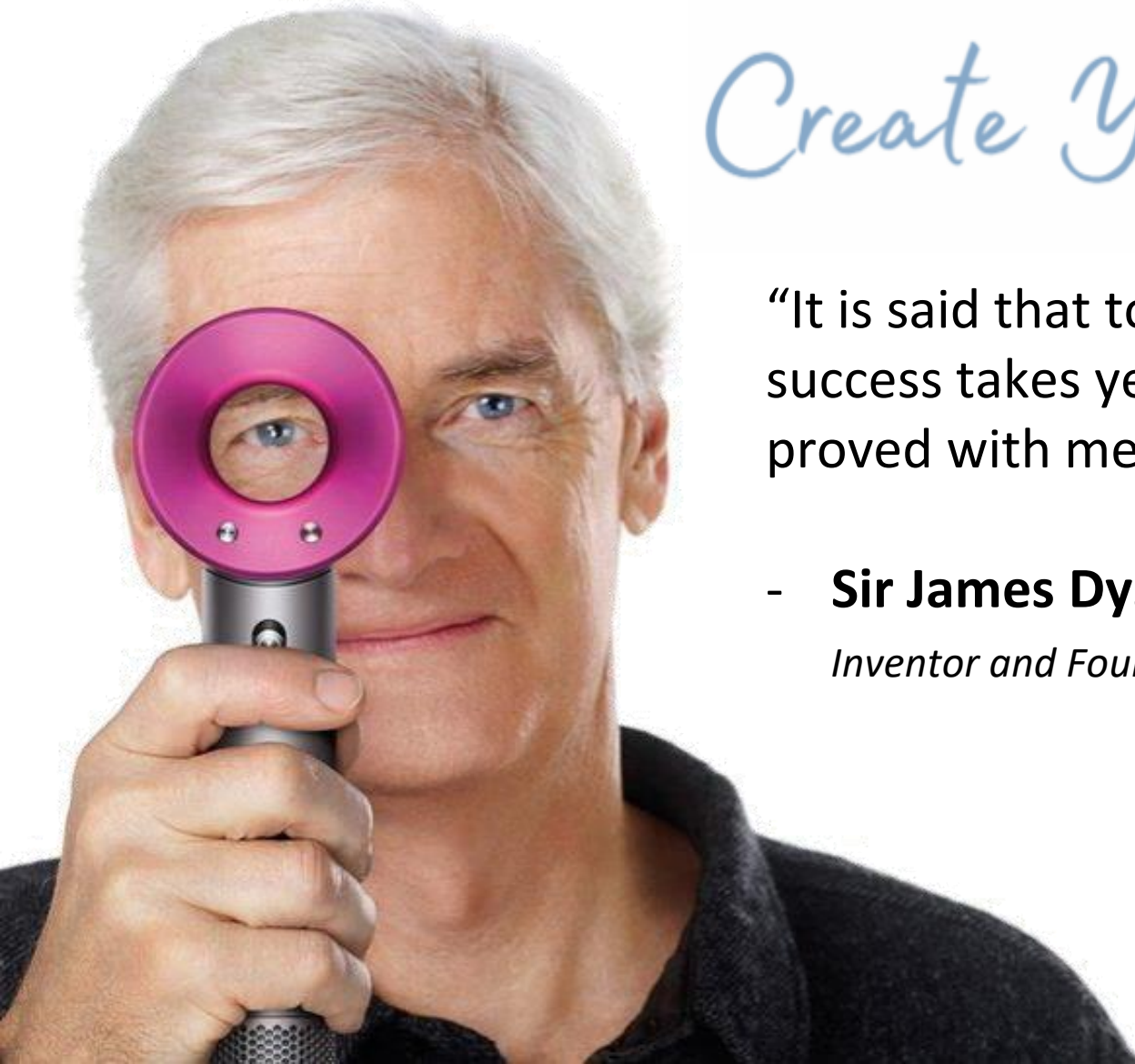
Tutor Group:

Create Your Future

“It is said that to be an overnight success takes years of effort. So it has proved with me.”

- **Sir James Dyson**

*Inventor and Founder of The Dyson Company*



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Science, PE, Art and Technology are on a rotation so have multiple pages in this booklet.  
Your teacher will direct you to the appropriate pages when setting work.

# Classroom Expectations

*Everyone Involved. Everyone Engaged*

## WORK HARD

I am well-prepared for lessons, work hard at every task and take pride in my work



## RESPECT FOR ALL, BY ALL



I behave in a way that supports my own and others' learning. I contribute to the positive learning atmosphere in the classroom

## SHOW RESILIENCE

I keep trying, even when I find the work difficult.



## MAKE A CONTRIBUTION



I offer valid and well considered contributions to lessons.

## STRIVE FOR IMPROVEMENT

I have high expectations of myself. I follow advice on how to improve my work.



# Beautiful Books

Write in **blue** or **black** pen

Date and title written and **underlined** with a ruler

Absolutely no graffiti or doodling in your book

Correct and annotate your work in a **different coloured pen**

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

*Monday 5th September 2022*

Title

Subtitle

- All work should be neat, tidy and clearly set out.
- Your book is a record of your work and should be brought to every lesson.
- There should be no graffiti or doodling either on the cover or inside your book.
- Mark your work in a different colour. Correct mistakes ✓ write corrections or annotate.
- Diagrams or tables should be drawn in pencil, with a ruler.

Victoria organises a concert.  
Each adult ticket costs £9  
Each pensioner ticket costs £6  
Children tickets are free.

Some adults and pensioners have vouchers that give them a 25% off.

40 of the 200 tickets were for children.  
14 of the adults had a voucher  
Only 3 of the 25 pensioners had a voucher

Work out how much money Victoria raises through ticket sales.

Adult: Voucher, No voucher  
Pensioner: Voucher, No voucher  
Children: No voucher



#### SYNONYMS

Flexibility  
Elasticity  
Strength  
Durability  
Toughness

# Resilience

**NOUN** The capacity to recover quickly from difficulties or toughness. The ability of a substance or object to spring back into shape.



## Words of the Week

#### SYNONYMS

Model  
Example  
Standard  
Ideal  
Prototype  
Pattern

# Paradigm

**NOUN** A typical example or pattern of something.



# Innovate

#### SYNONYMS

Create  
Evolve  
Develop  
Discover  
Introduce  
Invent

**VERB** To introduce something new or to make changes in something established, especially by introducing new methods, ideas or products.



*How have you used the words this half term?*

**Section 1: Key Vocabulary**

Tier 3 vocabulary	Definition
<b>Stanza</b>	A group of lines forming the structure of a poem; a verse, a paragraph.
<b>Rhyme Scheme</b>	The ordered pattern of rhymes at the end of the lines in a poem.
<b>Personification</b>	Giving non-living objects human characteristics. E.g. the trees danced.
<b>Sibilance</b>	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
<b>Simile</b>	A comparison of two things using the words 'like' or 'as'.
<b>Metaphor</b>	A comparison of two things that states one thing is another.

**Tier 2 vocabulary**

<b>Imagery</b>	Visually descriptive language that you can image in your mind.
<b>Alliteration</b>	Words in a sentence that begin with the same letter or sound.
<b>Suggests</b>	Use in a CPEA paragraph in the 'A' section. To mention as a possibility.
<b>Highlights</b>	Use in a CPEA paragraph in the 'A' section. To draw special attention to.
<b>Infers</b>	Use in a CPEA paragraph in the 'A' section. To conclude something from evidence and reasoning.

**Section 2:**

<b>C</b>	<b>CONNECTIVE</b>	Firstly, moreover, furthermore, in conclusion.
<b>P</b>	<b>POINT</b>	Use the wording of the question and identify what your paragraph will explore.
<b>E</b>	<b>EVIDENCE</b>	Find a relevant quotation and identify a language or structural device in it...
<b>A</b>	<b>ANALYSIS</b>	... and then explore the deeper meaning of this quote/technique and how it links to the question.


**Use these sentences starters to strengthen your CPEA**

<b>POINT</b>	The poet describes... The poet presents... The poet uses imagery to presents...
<b>EVIDENCE</b>	This is clearly shown in the quote... This can be exemplified through the quote...
<b>ANALYSIS</b>	This shows... This suggests... The use of the simile highlights...

**Section 3: Poem Structures**
**Kenning Poems:**

A kenning poem is a special type of poem that describes an object or a creature without ever using its name. They are made up of a noun (object) + noun or a noun + verb (action word).

Animal worrier  
Night mover  
Meat eater  
Paw licker  
Prey hunter  
Woods dweller  
Moon howler



By Ryan Year 4

**Acrostic Poem:**

An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet.



## Section 1: Key Vocabulary

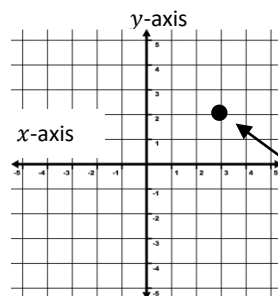
Tier 3 vocabulary	Definition
<b>Cartesian Coordinate system</b>	A system used to define the position of a point in 2- or 3-dimensional space
<b>Linear</b>	Straight line
<b>Gradient</b>	The steepness of the line
<b>Intercept</b>	Where lines cross
<b>Integer</b>	Whole number
<b>Non – integer</b>	Not a whole number

## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Coordinate</b>	A point on a coordinate grid (x, y)
<b>Infinite</b>	Endless. Immeasurably extensive
<b>Plot</b>	To mark a coordinate
<b>Quadrant</b>	One of the four sections on a Cartesian coordinate grid
<b>Origin</b>	The point (0, 0) where the x-axis and the y-axis cross

## Section 2

## Coordinates in four quadrants



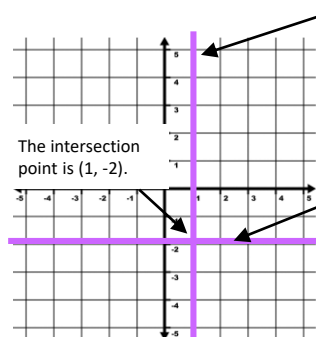
Coordinate (x, y)  
x is the position on the x – axis first  
y is the position on the y – axis second

In this case, the coordinate is (3,2)

From the origin this is 3 places across the positive x – axis and 2 places up the positive y – axis

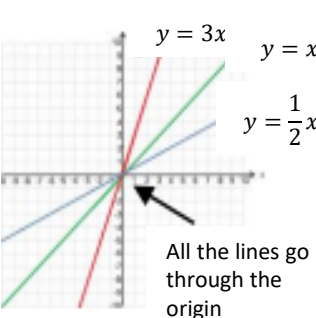
(0, a) will always be a point on the y – axis (a can be any number)  
(a, 0) will always be a point on the x – axis (a can be any number)

## Lines parallel to the axes



This line is  $x = 1$   
All coordinates on this line have an x – coordinate of 1  
(1, 3), (1, 0) and (1, -1) are on the line because the x – coordinate is 1

This line is  $y = -2$   
All coordinates on this line have an y – coordinate of -2  
(4, -2), (0, -2) and (-1, -2) are on the line because the y – coordinate is -2

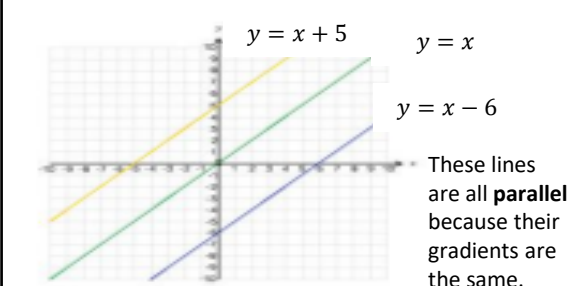
Recognise and use the lines  $y = kx$ 


The value of  $k$  changes the steepness of the line. It is also known as the gradient.

The bigger the value of  $k$ , the steeper the line will be.

The closer to 0 the value of the  $k$ , the closer the line will be to the x – axis

## Section 3

Lines in the form  $y = x + a$ 


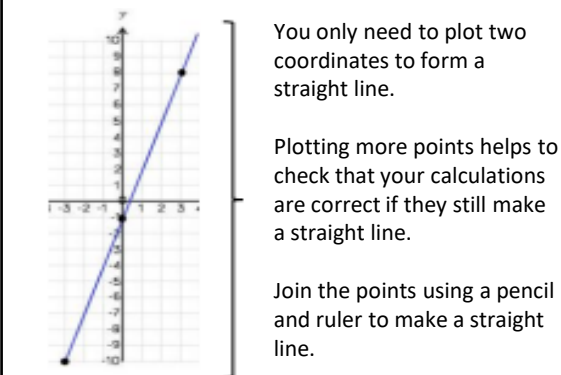
$y = x + 5$  is a translation of the line  $y = x$   
The line  $y = x$  has been moved 5 places up the graph.  
5 has been added to each of the x – coordinates

Plotting  $y = mx + c$  graphs

$y = 3x - 1$  → Multiply the x – coordinate by 3, then subtract 1

Draw a table to display this information

This represents the coordinate (–3, –10)



You only need to plot two coordinates to form a straight line.

Plotting more points helps to check that your calculations are correct if they still make a straight line.

Join the points using a pencil and ruler to make a straight line.



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Rectilinear</b>	Bounded by straight lines. Also called a polygons
<b>Trapezium</b>	A quadrilateral with one pair of parallel sides
<b>Trapezia</b>	Plural of trapezium
<b>Parallelogram</b>	A quadrilateral with two pairs of parallel sides. Opposite sides and angles are equal.
<b>Congruent</b>	When two shapes are exactly the same in every way except for their position in space
<b>Perpendicular</b>	A line or plane that is at right angles to another line or plane

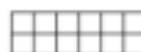
## Tier 2 vocabulary Definition

<b>Area</b>	The amount of space inside a 2-dimensional shape
<b>Perimeter</b>	The distance around the boundary of a 2-dimensional shape
<b>Unit</b>	The standard measure used for a quantity. Eg cm, m, km, inches, $cm^2$ , $m^2$ , ...

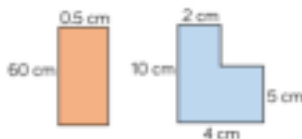
## Section 2

## Shapes with the same area

All of the shapes have an area of  $12cm^2$  - they are all made up of 12 squares.



The shapes below also have the same area



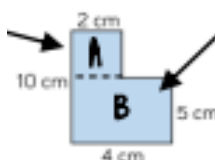
## Area

Rectangle or square area = **Base** × **Height**

## Compound Shapes

## Area of A

The height of shape A is 5 cm  
 $2 \times 5 = 10cm^2$

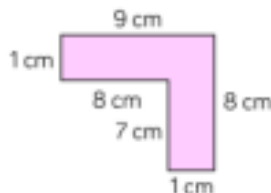


## Area of B

$4 \times 5 = 20cm^2$

Total Area = Area A + Area B =  $10 + 20 = 30cm^2$

## Perimeter



In compound shapes make sure all the lengths have measurements.

Calculate by adding all of the lengths together.

$9cm + 8cm + 1cm + 7cm + 8cm + 1cm = 34cm$

## Section 3

## Area of triangles

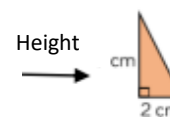


Area can be calculated by counting squares. Often this is an estimation with triangles because not all of the small squares are cut exactly in half.

Notice the relationship between the square and the triangle

Triangle area =  $\frac{1}{2}$  **area of the square**

## Right-angled triangle



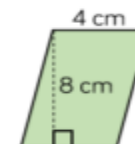
## Perpendicular heights

The perpendicular height meets the base at  $90^\circ$



Triangle area =  $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$

## Area of parallelograms

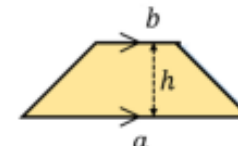


Area  
 $8 \times 4 = 32cm^2$

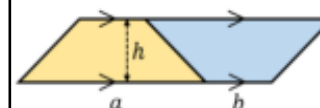
Parallelogram area = base × **perpendicular height**

## Area of a trapezium

Trapezium Area =  $\frac{(a+b) \times h}{2}$



## Why?

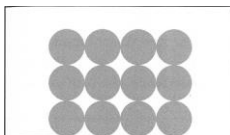


- Two congruent trapezia make a parallelogram
- New length  $(a + b) \times \text{height}$
- Divide by 2 to find the area of one trapezium

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Property</b>	The way a substance behaves
<b>Evaporation</b>	The change of state from a liquid to a gas
<b>Boiling point</b>	The temperature at which a substance boils
<b>Melting point</b>	The temperature at which a substance melts
<b>Classifying</b>	Separating materials into groups based on their properties
<b>Soluble</b>	A material which can dissolve in a liquid
<b>Insoluble</b>	A material which cannot dissolve
<b>Filtration</b>	Separates an insoluble solid from a mixture
<b>Crystallising</b>	Separates a soluble solid from a solution.
<b>Chromatography</b>	Separating mixtures of soluble substances from a solution.
Tier 2 vocabulary	
<b>Melting</b>	The change of state from solid to liquid
<b>Boiling</b>	The change of state from liquid to gas that occurs when bubbles of the substance form

## Section 2: New - Particles and changes of state

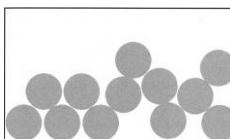
### Solids



In a solid the particles are arranged in regular rows.

Solids cannot be compressed and do not flow.

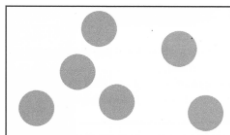
### Liquids



In a liquid the particles are arranged randomly.

Liquids can flow and they change shape to fit their container.

### Gases

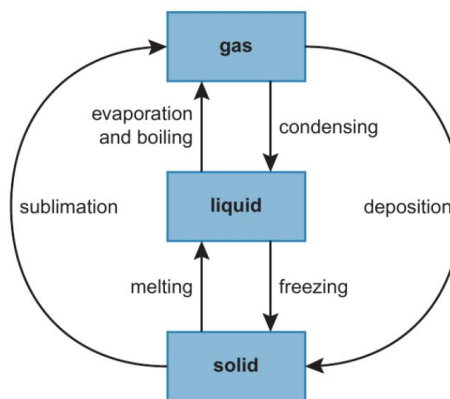


In a gas the particles are arranged randomly with a lot of space between them.

Gases can expand to fill their containers.

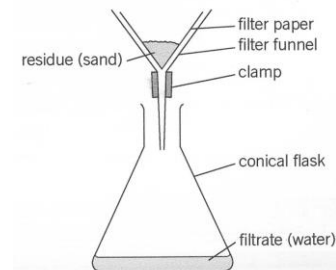
### Changes of State

Changes of state are when a material changes from one state of matter to another (e.g. when a solid melts). Changes of state are **physical changes** and can easily be reversed.



## Section 3: Separation techniques

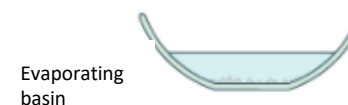
**Filtration** - separates an **insoluble** solid from a mixture. The solid is called the **residue** and the liquid is called the **filtrate**.



**Chromatography** - Separates mixtures of liquids (e.g. mixtures of inks).



**Crystallisation** - separates a soluble substance from a mixture



- Q1 - How would you separate a mixture of sand and water?  
 Q2 - How would you collect salt from salty water?  
 Q3 - How would you separate a mixture of inks?  
 Q4 - When filtering a mixture where would you find the residue?  
 Q5 - Describe how the particles are arranged in a solid, a liquid and a gas.



### Section 1: Key Vocabulary

#### Tier 3 vocabulary Definition

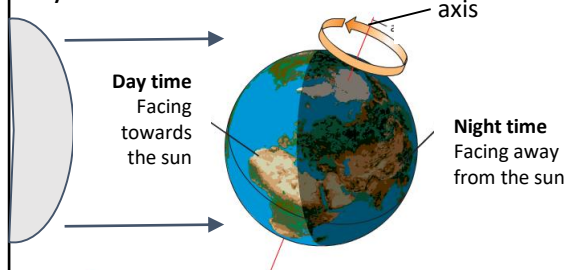
<b>Galaxy</b>	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
<b>Orbit</b>	Path taken by a satellite, planet or star moving around a larger body.
<b>Axis</b>	An imaginary line about which a body rotates.
<b>Moon Phases</b>	The shape of the Moon's directly sunlit portion, as viewed from Earth
<b>Eclipse</b>	A blocking of the light from one celestial body by the passage of another between it and the observer or between it and its source of illumination.
<b>Hemisphere</b>	A half of the earth, usually as divided into northern and southern halves by the equator
<b>Lunar month</b>	The time it takes the moon to orbit the earth once
<b>Dwarf planet</b>	a celestial body like a small planet but lacking certain criteria

#### Tier 2 vocabulary Definition

<b>Stars</b>	Bodies which give out light, and which may have a solar system of planets.
<b>Satellite</b>	Object orbiting around a planet, either natural or man-made e.g our moon
<b>Planet</b>	Object of large enough mass, roughly spherical which clears its local orbit around a star
<b>Solar system</b>	A star together with the group of celestial bodies that are held by its attraction and orbit around it
<b>Equator</b>	A line drawn on the earth equal distance from the poles, dividing the earth into northern and southern hemispheres
<b>Year</b>	The time it takes a planet to orbit a star, usually given in earth days
<b>Day</b>	The time it takes a planet to rotate about its axis once, measured in hours

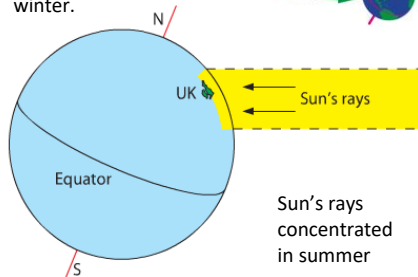
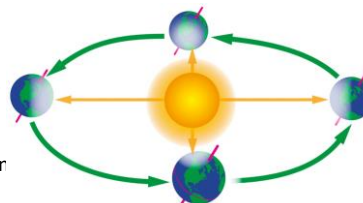
### Section 2: New Knowledge

#### Day and Night



The Earth takes **24hrs** to rotate on its axis once, this is one day and is why the sun appears to rise in the east and set in the west.

When the northern hemisphere is pointed towards the sun it has summer, the southern hemisphere will be in winter.



#### Ways of investigating space

Find examples of each and where they can be used.

- **Telescopes**
- **Probe**
- **Satellite**
- **Lander or rover**

### Section 3: Skills

#### Research

Used to stimulate debate, challenge and benefit your deeper knowledge

1. Determine/list the key details you need to know (list the **key words/phrases** you could look up)
2. **Search** only the important key words (not whole sentences), if this doesn't work, add more specific detail (use "quotation marks" for words in order)
3. **Scroll** through beyond the first few results
4. Check the **website** address (the http:// part), does it look sensible, then click this to go to actual website not just google (this address is reference not google)
5. **Read** the information and maybe **check** from two sources before you use it (ask yourself; do you understand it, does it answer the question you asked, is it a trustworthy site/author, is the information enough, is it what you actually want?)
6. **Do not** copy and paste information this is **plagiarism** and is illegal.
7. Having read the information, write out an answer to the questions you wanted in your **own words!** Best to do this without looking at the original source.
8. Write **rough** notes first.
9. If you wish to copy a direct **quote** from a source then it must be in "quotation marks" and referenced.
10. **Reference** where you got information from, giving the title of book or website and the author if given.
11. **Present** all your information and references with any **relevant diagrams** in a suitable format

#### Sources of information

- **Books** can be borrowed from a library or read online
- **Internet** (use google to search, do not copy straight from google, click the link to the website)
- **Specialist adults** ensure the person you quote has accurate knowledge

#### Task

Now use your skills to research and produce a leaflet about the planets and solar system (including asteroid belt). It should include information on key facts such as **temperature, day length and year length, distance from the sun**, other interesting facts.

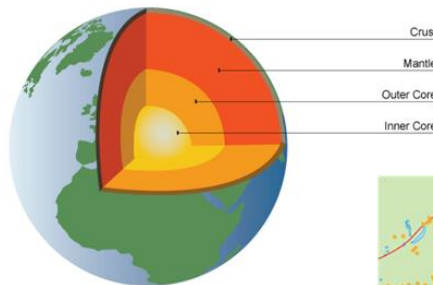
## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Destructive boundary</b>	Two plates moving together - one is oceanic and one is continental
<b>Constructive boundary</b>	Two plates that are moving apart and new crust is being formed
<b>Composite cones</b>	Steep sided volcano made up of layers of ash and thick lava
<b>Epicentre</b>	The point of the earth's surface immediately above the focus of an earthquake
<b>Focus</b>	The point in the Earth's crust where an earthquake occurs
<b>Tectonic plates</b>	Large slabs of the earth's crust
<b>Magma</b>	Molten rock below the earth's surface
<b>Lava</b>	Molten rock flowing out of the ground
<b>Ocean trench</b>	Long narrow depressions in the sea floor
<b>Shield volcanoes</b>	A volcano with gentle slopes formed by highly fluid lava.
<b>Seismic waves</b>	The waves of energy caused by sudden movements in the plates

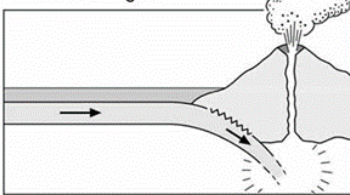
## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Distributions</b>	The spread of earthquakes and volcanoes across the earth
<b>Natural disaster</b>	A sudden event that causes widespread destruction and loss of life
<b>Natural hazard</b>	A natural event that threatens or has the potential to cause damage and loss of life

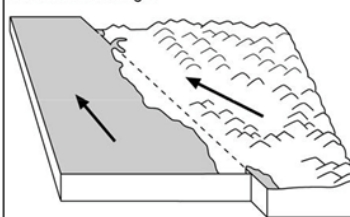
## Section 2: New Knowledge



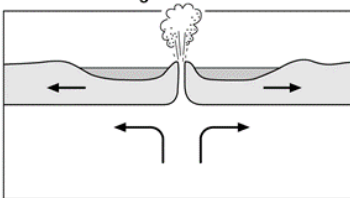
Destructive margin



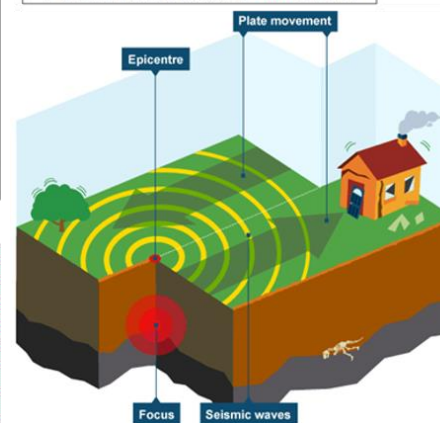
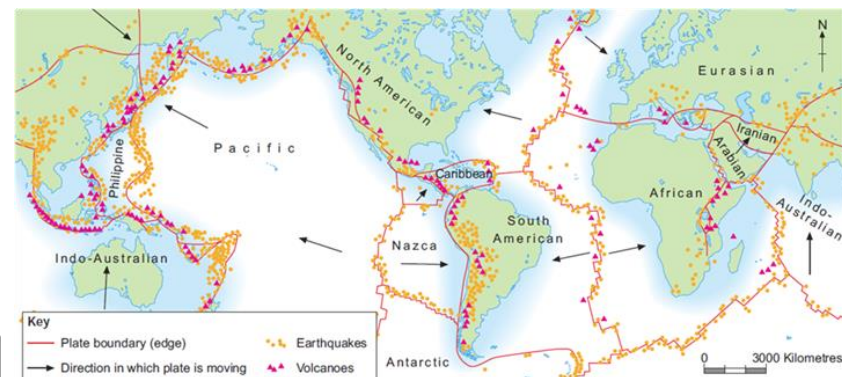
Conservative margin



Constructive margin



**Wegener's Theory** - Known as continental drift. Millions of years ago the continents that we know today were joined together as one super continent known as Pangea.



### How an earthquake occurs

Managing the risk

- Prediction
- Planning
- Preparation

## Section 3: Geographical Skills

- Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics
- Describe and explain the theory of plate tectonics

**Section 1: Key Vocabulary****Tier 3 vocabulary      Definition**

**Virgin Mary**      The mother of Jesus

**Psalter**      A book of psalms; sacred poems or songs.

**Crusade**      A holy war.

**Chronicle**      A factual written account of important events.

**Sultan**      A Muslim sovereign; king.

**Pope**      The head of the Roman Catholic Church.

**Tier 2 vocabulary      Definition**

**Submit**      Accept the authority of a superior power.

**Usurped**      Take a position by force.

**Coronation**      The crowning ceremony of a monarch.

**Legacy**      What is left behind to history.

**Islam**      The religion of the Muslims.

**Judaism**      The religion of the Jewish people.

**Section 3: Timeline of Crusades**

**1095** Pope Urban II calls the First Crusade

**1099** Taking of Jerusalem by the Crusaders

**1187** Saladin captures Jerusalem to end the Second Crusade.

**1189** Third Crusade begins under Richard I

**1191** Battle of Asurf sees Richard defeat Saladin

**1192** Battle of Jaffa is won by Saladin and the Christians are forced to sign a peace deal that restricts their land in the Holy Land.

**Section 4: Timeline of Plantagenet Women**

**1120** The death of the King Henry I's son.

**1127** Henry I makes the nobles swear that Matilda will inherit the throne.

**1135** The Death of Henry I

**1135** Stephen usurps the crown.

**1141** Battle of Lincoln

**1142** Stephen's army attacks Matilda at Oxford

**1153** Stephen's son and heir dies. Matilda's son is named heir.

**1154** Matilda's son, Henry becomes Henry II

**Section 5: Enquiry Questions**

Were the Crusades a Holy War?  
How could royal power lie in female hands?

**Section 6: Source Analysis**

What can we infer from this image about the Crusades?

**Section 7: Interpretations**

Why are the figures of Richard and Saladin considered heroes in different places?

Why was the rule of a woman opposed by many people in the Middle Ages?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Persecution	
Christian	
Scholar	
Pharisee	
Christian	
Jewish	
Messiah	
Prophet	
Pacifist	
Resurrection	
Crucifixion	
Inspiration	
Salvation	

Tier 2 vocabulary	Definition
Inequality	
Injustice	
Radical	
Roman	

## Section 2: New Knowledge

In this unit you will cover key concepts such as

1. Which people are special and why?
2. Why is Jesus inspiring to some people?
3. What would Jesus do?
4. Can we live by the values of Jesus in the twenty-first century?



In this unit we will also consider:

1. What was Jesus like?
2. What did he look like? and how did he behave? Begin to consider why his behaviour may not have been liked by others.
3. The Jewish people were expecting a Messiah that was going to free them from the Romans - Did Jesus live up to this expectation?
4. Why people had an issue with Jesus?
5. Was Jesus a pacifist?

## Key People

- Martin Luther King
- Oscar Romero
- Martin Niemöller
- Leo Tolstoy
- Francis of Assisi
- Father John Dear
- Evelyn Underhill
- Dorothy Day
- Archbishop Justin Welby



“Those that live by the sword - die by the sword” Mark’s Gospel.

## Sources of Authority

1. John 20:11-19
2. Matthew 27:55
3. Matthew 26:50-52
4. Matthew 19:21

## Section 3: Assessment Information

## Key Question:

What is so radical about Jesus?

For this question - you will need to:

- Explain who Jesus was.
- Explain what was expected of him at the time.
- Consider who Jesus came to save and whether or not he lived up to this. Think about the time that he lived e.g. the political situation.
- Explain Jesus’ views regarding women. and why these might be considered radical.
- Explain Jesus’ views regarding wealth and poverty and why these might be considered radical.
- Consider whether or not Christians have been or are radical enough based upon Jesus’ example.

## Skills needed

**Knowledge (red)** - of Jesus, the time he was living in, the message he was trying to give and how Christian teachings.

**Impact (orange)**- what impact did Jesus have at the time? What Impact does his example give to Christians today?

**Specialist Terms (yellow)** - use your tier 2 and 3 vocabulary.

**Source of Authority (green)** - make sure that you use the stories/quotes from the Bible to support your ideas.

**Judgement (Blue)** - is this a strong/weak/valid/invalid point and why? Why might others disagree?

**Opinion (purple)** - what is your opinion? why? support?



Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
verb (vb)	is a word used to describe an action, state or occurrence.
gender	a French noun is either masculine or feminine
intonation	the rise and fall of the voice
infinitive	the verb in its original form
conjugate	to adapt the infinitive for different people (pronouns)
regular verb	a verb which when conjugated follows a regular pattern
irregular verb	a verb which when conjugated does not follow a regular pattern
Questions	Translation
1. Comment tu t'appelles ?	What's your name? (What do you call yourself?)
2. Comment ça va ?	How's it going?
3. Tu es comment ?	What are you like?
4. Quel âge as-tu ?	How old are you? (Which age do you have?)
5. C'est quand, ton anniversaire ?	When is your birthday? (It's when...?)
6. Tu aimes le sport ?	Do you like sport?
7. Tu aimes jouer <i>au tennis</i> ?	Do you like playing tennis?
8. Pourquoi ?	Why?
9. As-tu des frères et sœurs ?	Have you got brothers and sisters?

Section 2: Grammar

AVOIR to have		ÊTRE to be	
j'ai	nous avons	je suis	nous sommes
tu as	vous avez	tu es	vous êtes
il a	ils ont	il est	ils sont
elle a	elles ont	elle est	elles sont

Verb AIMER [to like] a REGULAR -ER verb

j'aime (I like)	nous aimons (we like)
tu aimes (you like)	vous aimez (you like-formal/plural)
il aime (he likes)	ils aiment (they (m) like)
elle aime (she likes)	elles aiment (they (f) like)

\* All the verbs are pronounced the same way EXCEPT the nous and vous forms.

J'aime le judo.	I like judo.
Tu aimes les chats ?	Do you like cats?

Regular ER verbs follow the pattern above. Opinion verbs DÉTESTER and ADORER are other examples of regular ER verbs.

JOUER [to play/playing] is followed by the preposition à ➡ jouer à

☆ Je joue au tennis.	le tennis (ms)	à+le = au
☆ Elle joue à la pétanque.	la pétanque (fs)	à+la = à la
☆ Tu joues aux cartes.	les cartes (fpl)	à+les = aux

But 'I like tennis' << J'aime le tennis >>

Section 3: WAGOLL	
Salut, ça va ? Moi, ça va assez bien. Je m'appelle Chloé. Je suis française et je suis petite. J'ai un chien qui s'appelle Eudes. Il est très intelligent. Je fais de l'équitation chaque samedi. J'adore faire de l'équitation parce que c'est intéressant. Parfois je joue au tennis avec mon père, c'est sympa. Aujourd'hui je fais la cuisine, je déteste ça parce que c'est <b>difficile</b> *. Mon anniversaire est le trente juin. J'ai onze ans. Moi, j'ai les yeux bleus et j'ai les cheveux mi-longs et bruns. J'ai deux frères. Ils sont très différents. Baptiste a sept ans et il a les cheveux bruns et courts et il a les yeux verts. Il est de taille moyenne. Rémi a dix ans. Il est petit et un peu méchant ! Normalement je n'aime pas Rémi mais de temps en temps nous jouons au foot <b>ensemble</b> * et c'est cool. Baptiste fait du judo le jeudi <b>soir</b> *. Je ne fais pas de judo. Je ne suis pas <b>sportive</b> *, je suis <b> paresseuse</b> * !	
Can you work out the meaning of the words* from the context?	
difficile	
ensemble	
soir	
sportive	
paresseuse	
À savoir:	
☆ In French you 'have years' whereas in English we are an age	
☆ In French adjectives change to agree with what they are describing	

**FRENCH Y7 Word list Spring 1.A**

pron	nous	we
pron	vous	You (plural/ formal)
pron	ils	They (m, m/f)
pron	elles	They (f)
vb	nous sommes	we are
vb	vous êtes	You (pl/formal) are
vb	ils sont	They (m, m/f) are
vb	elles sont	They (f) are
adj	intelligent(s)	intelligent (m) (+s = plural)
adj	intelligente(s)	intelligent (f) (+s = plural)

**FRENCH Y7 Word list SPRING 1.B**

	comment	how
adj	sympa	nice (short for sympathique)
adj	méchant(e, es)	mean
adj	arrogant(e, es)	arrogant
nf	une mère	a mother
nm	un père	a father
nm	un frère	a brother
nf	une sœur	a sister
nm	le fils	son
nf	la fille	daughter/girl

**FRENCH Y7 Word list SPRING 1.C**

poss adj	mon	my (with m. noun/ + f. noun beginning with vowel)
poss adj	ma	my (with f. noun)
poss adj	mes	my (with plural noun)
nm	un anniversaire	a birthday
	quel/le	which/what (m/f)
	onze	11
	douze	12
nm	un an	a year/ one year
	deux ans	two years
vb	j'ai onze ans	I am 11 years old (I have 11 years)

**FRENCH Y7 Word list SPRING 1.D**

poss adj	ton	your (with m. noun/ + f. noun beginning with vowel)
poss adj	ta	your (with f. noun)
poss adj	tes	your (with plural noun)
	ne...pas	not/ don't
vb	Je n'aime pas	I don't like
vb	Je ne fais pas <b>de</b>	I don't do/make
vb	Je ne joue pas	I don't play
vb	Je n'aime pas faire du judo	I don't like to do/doing judo
vb	Mon père n'aime pas...	My dad doesn't like...
inf	chanter	to sing/singing

**FRENCH Y7 Word list SPRING 1.E**

n(m/f)	un(e) ami(e)	a friend (m. add e for the f.)
vb	nous avons	we are
vb	vous avez	You (pl/formal) have
vb	ils ont	They (m, m/f) have
vb	elles ont	They (f) have
vb	nous jouons	we play
vb	vous jouez	you (pl./formal) play
vb	ils/elles jouent	They (m, m/f) play/ They (f) play
nmpl	les cheveux	hair
nmpl	les yeux	eyes

**FRENCH Y7 Word list SPRING 1.F**

adj	bleu(e, s, es)	blue
adj	vert(e, s, es)	green
adj	marron	brown (chestnut used for eyes)
adj	gris(e,es)	grey
adj	blond(s)	blond
adj	brun(s)	brown (for hair)
	de taille moyenne	average size
adj	court(s)	short (used for hair)
adj	long(s)	long (+s for plural)
adj	mi-long(s)	mid-length

**REVISION:**

Scan the QR code below to access the word lists on Quizlet!

This QR code links to all [the French Year 7 sets](#).



Phonics: <b>au/ eau</b>	
aussi	Au revoir
oiseau	eau

Phonics: <b>eu/ e</b>	
un peu	yeux
je	cheveux

Phonics: <b>oi</b>	
toi	trois
voiture	oiseau
Au revoir	noir

Phonics: <b>é/er/ai/ez</b>	
chanter	jouer
J'ai	vous avez
méchant	assez

Phonics: <b>qu</b>	
question	que
quel	qui

Section 1: Key Vocabulary/Questions		Section 2: Grammar		Section 3: WAGOLL																																
Tier 3 vocabulary	Definition	<table><tr><th colspan="2">Verb FINDEN (TO FIND)</th><th colspan="2">Verb SEIN (TO BE)</th></tr><tr><td>ich finde</td><td>I find</td><td>ich bin</td><td>I am</td></tr><tr><td>du findest</td><td>you find</td><td>du bist</td><td>you are</td></tr><tr><td>er/sie/es/man findet</td><td>he/she/it finds</td><td>er/sie/es/man ist</td><td>he/she/it/one is</td></tr><tr><td>wir finden</td><td>we find</td><td>wir sind</td><td>we are</td></tr><tr><td>ihr findet</td><td>you find (pl)</td><td>ihr seid</td><td>You are (pl)</td></tr><tr><td>Sie finden</td><td>you find (pol)</td><td>Sie sind</td><td>you are (pol)</td></tr><tr><td>sie finden</td><td>they find</td><td>sie sind</td><td>They are</td></tr></table>		Verb FINDEN (TO FIND)		Verb SEIN (TO BE)		ich finde	I find	ich bin	I am	du findest	you find	du bist	you are	er/sie/es/man findet	he/she/it finds	er/sie/es/man ist	he/she/it/one is	wir finden	we find	wir sind	we are	ihr findet	you find (pl)	ihr seid	You are (pl)	Sie finden	you find (pol)	Sie sind	you are (pol)	sie finden	they find	sie sind	They are	<b>Ein Dialog</b> A Was ist dein Lieblingsfach in der Schule?  B .Mein Lieblingsfach ist Geschichte aber ich mag auch Musik.  A Magst du Deutsch?  B Na klar! Deutsch finde ich super. Ich bin gut in Deutsch.  A Wie findest du Erdkunde?  B Erdkunde finde ich manchmal ein bisschen schwierig.  A Wann hast du Mathe?  B Ich habe Mathe am Dienstag und am Freitag.  A Um wieviel Uhr hast du Kunst?  B Wir haben Kunst am Mittwoch um 10.00 Uhr. Ich liebe Kunst.  A Wer ist deine Lieblingslehrerin?  B Rachel ist meine Lieblingslehrerin, weil sie total hilfsbereit ist.  A Wie ist deine Englischlehrerin?  B Meine Englischlehrerin, Freya, ist immer sehr nett und wirklich freundlich.
Verb FINDEN (TO FIND)		Verb SEIN (TO BE)																																		
ich finde	I find	ich bin	I am																																	
du findest	you find	du bist	you are																																	
er/sie/es/man findet	he/she/it finds	er/sie/es/man ist	he/she/it/one is																																	
wir finden	we find	wir sind	we are																																	
ihr findet	you find (pl)	ihr seid	You are (pl)																																	
Sie finden	you find (pol)	Sie sind	you are (pol)																																	
sie finden	they find	sie sind	They are																																	
Object pronoun	Grammar term for ‘him’ ‘her’ ‘it’	<b>Ordinal numbers</b> show position in a sequence e.g 1st, 2nd, 3rd.  In German, you add ‘-ten’ to the basic word for numbers up to 19 and ‘-sten’ for 20 and beyond. <b>Examples</b> <i>am zweiten, am zwanzigsten, am dreiundzwanzigsten</i> <b>Exceptions</b> <i>am ersten (1st) am dritten (3rd) am siebten (7th)</i>		A Um wieviel Uhr hast du Kunst?																																
Ordinal numbers	Numbers used for dates e.g second/third			B Wir haben Kunst am Mittwoch um 10.00 Uhr. Ich liebe Kunst.																																
conjugation	A verb in all its different parts			A Wer ist deine Lieblingslehrerin?																																
interrogatives	Question words			B Rachel ist meine Lieblingslehrerin, weil sie total hilfsbereit ist.																																
Word order 3	Sentence structure when using a subordinate clause			A Wie ist deine Englischlehrerin?																																
Subordinate clause	A clause which cannot stand alone as a complete sentence.	<b>Word Order 3 (WO3)</b> When using ‘weil’ and some other conjunctions, the main verb comes last.  <b>Example</b> Ich lerne gern Mathe. Es ist toll. When we link these two ideas, the word order would be  <i>Ich lerne gern Mathe, weil es toll ist.</i>  <b>‘Ist’ is the verb in the second clause and so it comes last.</b>  <b>Use interrogatives to ask questions</b>  <b>Examples</b> <i>Wer ist deine Deutschlehrerin?</i> <i>Wann hast du Englisch heute?</i>		B Meine Englischlehrerin, Freya, ist immer sehr nett und wirklich freundlich.																																
Conjunction	A linking word which joins together parts of a sentence.			<b>Gut zu wissen</b>																																
Qualifier	A word (often an adjective) which modifies the meaning of another word.			<b>Make your language sound more lively</b>																																
				You can add expressions like ‘ <i>natürlich</i> ’ (of course), ‘ <i>na sicher</i> ’ or ‘ <i>na klar</i> ’ (sure/obviously) to make your language sound more natural.																																
				<b>Qualifying words</b> make your work more expressive. Examples: ‘ <i>ein bisschen</i> ’ (a bit), ‘ <i>ziemlich</i> ’ (quite), ‘ <i>wirklich</i> ’ (really), ‘ <i>echt</i> ’ (really), ‘ <i>total</i> ’ (totally/completely)																																
Questions	Translation																																			
1. Was ist dein Lieblingsfach?	What is your favourite subject?																																			
2. Magst du Deutsch?	Do you like German?																																			
3. Wie findest du Deutsch?	How do you find German?																																			
4. Wann hast du Mathe?	When do you have maths?																																			
5. Um wieviel Uhr hast du Kunst?	What time do you have art?																																			
6. Wer ist deine Lieblingslehrerin?	Who is your favourite teacher?																																			
7. Wie ist dein Englischlehrer?	What is your English teacher like?																																			

GERMAN Y7 Word list Spring 1.A		
	Erdkunde	Geography
	Geschichte	History
	Naturwissenschaft en(pl)	Sciences
	Mathe	Maths
	Deutsch	German
	Französisch	French
	Werken/Technik	Technology
	Informatik	ICT
	Kunst	Art
	das Lieblingsfach	favourite subject
GERMAN Y7 Word list Spring 1.B		
	mögen	to like
	ich mag	I like
	du magst	you like
	lieben	to love
	ich liebe	I love
	du liebst	you love
	hassen	to hate
	ich hasse	I hate
	du hasst	you hate
	auch	also, as well
GERMAN Y7 Word list Spring 1.C		
	finden	to find
	ich finde	I find
	du findest	you find
	es/sie	it/them
	weil	because
	langweilig	boring
	schwierig	difficult
	einfach	easy
	nützlich	Useful
	nutzlos	useless

GERMAN Y7 Word list Spring 1.D		
	Montag	Monday
	Dienstag	Tuesday
	Mittwoch	Wednesday
	Donnerstag	Thursday
	Freitag	Friday
	Samstag	Saturday
	Sonntag	Sunday
	die Stunde	lesson/hour
	die Pause	break
	die Mittagspause	lunch break
GERMAN Y7 Word list Spring 1.E		
	um	at
	die Uhr	clock, o'clock
	wie viel	how much, what time
	immer	always
	oft	often
	manchmal	sometimes
	ab und zu	now and then
	nie	never
	vor	before, in front of
	nach	after
GERMAN Y7 Word list Spring 1.F		
	der Lehrer/die Lehrerin	teacher
	jung	young
	streng	strict
	unpünktlich	unpunctual, late
	hilfsbereit	helpful
	nervig	annoying
	wer	who
	wann	when
	was	what
	wie	how

## REVISION:

Scan the QR code to access the word lists on Quizlet!

This QR code links to all [the German Y7 QUIZLET sets](#).



Phonics: ie	
Lieblings-	Wien
schwierig	Stief-
wie	ziemlich
sieben	Knie


Phonics: ei	
Freitag	sein
hilfsbereit	gemein
weil	klein
zwei	bleiben



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Hardware</b>	The physical parts of the computer that you can touch.
<b>Software</b>	The programs that allow computer hardware to run.
<b>Peripherals</b>	A device that allows information to be entered into or retrieved from a computer; peripherals are normally divided into input devices, output devices and storage devices.
<b>Motherboard</b>	The main circuit board found in a computer, which connects all the components together so they can communicate.
<b>CPU</b>	The Central Processing Unit carries out all the processing in a computer by completing the fetch-decode-execute cycle.
<b>RAM</b>	Random Access Memory is storage connected directly to the motherboard of a computer.  Data stored in RAM can be accessed more quickly than data stored on the hard drive.
<b>Graphics card</b>	An additional component of a computer that plugs directly into the motherboard. It is used to output and display graphics on a screen.
<b>Hard drive</b>	The permanent storage in a computer. There are two main types - magnetic hard drives and solid state drives.
<b>Optical drive</b>	Use a laser to to read to or write from optical discs such as CDs, DVDs and Blu-Ray discs.
<b>Clock speed</b>	How many fetch-decode-execute cycles a CPU can process per second.
<b>Internet of Things (IoT)</b>	An IoT device is a device that connects to the Internet so that it can 'talk' to other devices.  Think of an argument FOR and AGAINST the use of IoT devices.

## Section 2: New Knowledge/Skills

Tier 2 vocabulary	Definition
<b>Hertz</b>	A unit of speed. Other units include: <ul style="list-style-type: none"> <li>- kilohertz (1000 hertz)</li> <li>- megahertz (1,000 kilohertz)</li> <li>- gigahertz (1,000 megahertz).</li> </ul>
<b>Byte</b>	A Unit of storage. Other units of include: <ul style="list-style-type: none"> <li>- bit (8 bits in a byte),</li> <li>- kilobyte (1,000 bytes)</li> <li>- megabyte (1,000 kilobytes)</li> <li>- gigabyte (1,000 megabytes)</li> <li>- terabyte (1,000 Gigabytes)</li> <li>- petabyte (1,000 Terabytes)</li> </ul>
<b>Cloud storage</b>	Is where data is stored online.   It is a form of secondary external storage. It is not physically attached to the computer.
Computers use two types of storage - primary & secondary.	
<b>Primary Storage</b>	The fastest memory in a computer.  RAM is an example. Most of the time, primary storage will lose all the data it contains when the power is switched off.
<b>Secondary storage</b>	It contains a computer's hard disk and external storage.  Secondary storage will keep all the data it contains even when the device is switched off.
There are three types of secondary storage:	
<b>Optical storage</b>	Uses a laser to write data to and read from a disc.
<b>Magnetic storage</b>	Uses magnetic platters and a write/read head to write to and read from the disk.
<b>Solid state storage</b>	Uses miniature electronic switches to store data. It has no moving parts and provides very fast access to data.

## Section 3: Other subject specific content

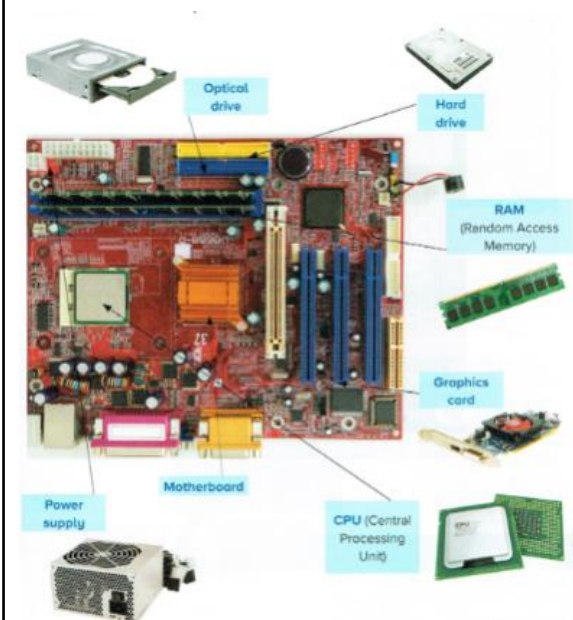
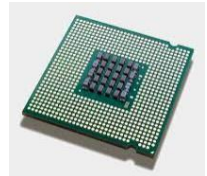
Put the following units of storage in order from 1 (the smallest) to 7 (the largest).

byte	
petabyte (PB)	
megabyte (MB)	
bit	
gigabyte (GB)	
kilobyte(KB)	
terabyte (TB)	




Put the following units of speed in order, from 1 (the slowest) to 4 (the fastest).

megahertz (MHz)	
hertz (Hz)	
kilohertz (KHz)	
gigahertz (GHz)	




# PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Stance</b>	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
<b>Triple threat position</b>	When holding the ball, always be ready to pass, shoot or dribble.
<b>Jump stop</b>	Land on two feet when you catch the ball from a pass or at the end of a dribble.
<b>Pivot</b>	Turn on the ball of one foot when holding the ball to face a different direction.
<b>Chest pass</b>	Pass the ball in a straight line from your chest to your teammate's chest.
<b>Bounce pass</b>	Push the ball towards the floor so that it bounces up into your teammate's hands.
<b>Travel</b>	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
<b>Double dribble</b>	Another important rule: once you have dribbled the ball, you cannot start dribbling again.

Section 2: New Knowledge/Skills
<p>In your Year 7 basketball lessons you will spend some time developing your <b>co-ordination</b> by doing a wide range of ball skills to improve your control over the ball with your hands.</p> <p>You will learn the key points of the main skills of basketball including: <b>stance, footwork, passing shooting and dribbling</b>.</p> <p>You will learn to play the game using some of the major <b>rules</b> such as: <b>travel, double dribble, out of bounds</b>. You will learn how to <b>start</b> the game with a '<b>tip-off</b>' and how to <b>re-start</b> the game after an infringement or after a basket is scored: <b>endline ball/sideline ball</b>.</p> <p>You will also learn how to play the game by following the <b>Top Tips for being a Good Basketball Player</b>. How many of these can you remember?</p>
 <p>holding the ball</p>


# PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Grip (handshake grip)</b>	Hold the bat the correct way to help you to play all the different shots effectively. Three fingers round the handle and the finger and thumb on the blade.
<b>Stance</b>	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
<b>Service/serve</b>	To start the rally, hit the ball so that it bounces on both sides of the net.
<b>Rally</b>	Playing the ball back and forth with your partner/opponent.
<b>Backhand push</b>	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
<b>Forehand push/dive</b>	Turn your feet and body slightly towards the same side you hold your bat. Keep your elbow close to your body and push the ball back over the net from your strong side. A harder hit is called a drive.

Section 2: New Knowledge/Skills
<p>In your year 7 table tennis lessons you will work towards being able to play a <b>game of singles</b> with a classmate, knowing the important rules and being able to do the basic skills.</p> <p>Firstly, learning to grip the bat correctly and to take up a good stance will be key to your progress: use the handshake grip.</p> <p>You will learn how to <b>serve</b> the ball to start a <b>rally</b>, trying to make sure the ball bounces on both sides of the net.</p> <p>The basic shots needed to keep the rally going are the forehand and backhand push. The forehand push is played on your strong side and the backhand push with your bat across in front of your body.</p>
 <p>How many <b>rules</b> of the game can you remember?</p> <p>← The handshake grip</p>

# PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Routine/sequence</b>	A series of gymnastic movements and skills performed in a flowing given order.
<b>Tension/Extension /Control</b>	The 3 fundamental skills required to hold an aesthetically pleasing balance.
<b>Travel/Transitional Movements</b>	A gymnastic movement through space from one area to another.
<b>Balance</b>	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
<b>Jump</b>	Performing gymnastic shapes and movements in the air.
<b>Roll</b>	A form of gymnastic travel, pivoting around the centre of mass.
<b>Flow</b>	The ability to link gymnastic skills and movements together with no obvious joints (needed during a routine/sequence).

Section 2: New Knowledge/Skills
<p>What do you understand the term <b>aesthetically pleasing</b> to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (<b>tension, extension and control</b>) in order to produce high quality balances and also be able to recognise points of balance.</p> <p>Know/demonstrate various methods of gymnastic travel/transitional movements to include <b>hop, jump, slide, crawl, twist, roll</b>.</p> <p>You should be able to perform a simple individual <b>sequence</b>, demonstrating knowledge of or use of the key vocabulary</p> <p>Sequences should incorporate <b>flow</b> between different gymnastic skills and movements.</p> <p>SLD (<b>speed, level and direction</b>) changes should be used to enhance sequences.</p>
 <p>start and finish position</p>

# PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Footwork</b>	The landing foot of a player can move until they have passed the ball.
<b>Pivot</b>	Turning on the ball of the foot when holding the ball to face a different direction.
<b>Marking</b>	Standing in front of another player - preventing them from moving or receiving the ball.
<b>Dodging</b>	A method used to move away from a defender.
<b>Passing</b>	Sending the ball to another player.
<b>Signalling</b>	Pointing or indicating to other players to give them useful information.
<b>Centre pass</b>	Method used to start a game or to restart the game after a goal is scored.
<b>Free pass</b>	Method of restarting the game after a foul has been committed.

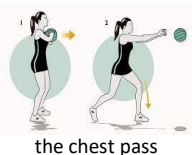
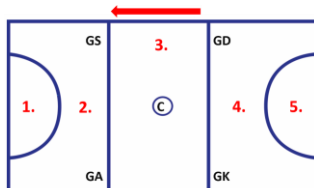
## Section 2: New Knowledge/Skills

A key phrase for remembering the footwork rule is: **CLIP - CLOP**

3 keywords to remember when passing a ball are:  
**STEP - PUSH - POINT**

The different types of passing that can be used within a game of netball are: **Chest, bounce, shoulder and overhead.**

The diagram below shows a netball court and the starting positions of each player at a centre pass. Identify the areas each player can go in.



the chest pass

Free passes are awarded for: footwork, offside, held ball

Only the GS and GA can shoot and this must be from within the shooting circle

# PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Grip</b>	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
<b>Stance</b>	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
<b>Dribble</b>	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
<b>Block tackle</b>	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
<b>Push pass</b>	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
<b>Reverse stick</b>	Turn that stick over to make sure you always use the flat side of the stick.
<b>Self pass rule</b>	Remember that you can dribble the ball to yourself when restraining the game.
<b>Shooting circle</b>	To make hockey safer, no longer shots are allowed - make sure you are inside the circle when you try to score.

## Section 2: New Knowledge/Skills

In year 7 hockey you will learn all the **skills** and **rules** needed for you to be able to safely play a **small-sided game** with your classmates, such as 5v5.



You will learn the key skills of: **grip, stance, dribble, block tackle, push pass and reverse-stick.**

You will learn that in a game you must not touch the ball with your feet or the back of your stick. You will know how to **start** the game (**a pass-back**) and how to **restart** the game after the ball goes out: **sideline ball, top of the circle.**

Watch out for your classmates who use the '**self-pass rule**'!!  
A great way to score before the other team are ready!!

# PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Technique</b>	The way you perform something in sport.
<b>Stroke</b>	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
<b>Water confidence</b>	The ability to perform a variety of skills in the water.
<b>Push and glide</b>	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
<b>Streamlined</b>	Keeping the body in a position - straight and narrow - which reduces water resistance.
<b>Personal survival</b>	Skills which may help a person survive in a dangerous situation.
<b>Treading water</b>	Staying afloat in the same place with minimum effort.
<b>Water polo</b>	A team sport where players try to throw the ball into a goal at the end of the pool.

## Section 2: New Knowledge/Skills

It is of vital importance that we follow the **safety rules** in and around the swimming pool. Can you list 3 safety rules that must be followed in your swimming lessons?

You will focus mainly on developing your **technique** in front crawl and back crawl. The two key parts of technique that we will focus on are the arm action and the leg action.

Question - can you describe the key points of the arm and leg actions in front crawl and back crawl?

You will learn and practice a variety of **water skills** and **survival skills** to improve your confidence in the water, including breath holding, underwater swimming and treading water.

Question - Can you list some of the basic rules of **water polo** and describe how to **dribble** and **pass** the ball?



## PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Carry (grip)</b>	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
<b>Passing</b>	Send the ball to a teammate using a two-handed swinging action across the body.
<b>Running with the ball</b>	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
<b>Try</b>	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
<b>Support</b>	Helping a teammate by running just behind and to the side of them so that they can pass to you.

### Section 2: New Knowledge/Skills

In Year 7 we will be playing 'touch' rugby. There is no tackling so that you can focus on learning the skills and how to play the game.

You will learn how to carry the ball and how to pass the ball.



Question - What 2 things should you do as soon as you catch the ball?

You will play small-sided games passing the ball between teammates to get the ball across the try-line.

Question - How many points are awarded for a try and what else happens after a try is scored in a full rugby game.

You will learn how to pass the ball backwards and how to position yourself so that a teammate with the ball can pass backwards to you.

Question - What 'code' of rugby do we play at Belper School?  
rugby union or rugby league

## PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Passing</b>	Sending the ball to another player.
<b>Receive</b>	Collecting the ball from another player.
<b>Control</b>	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
<b>Dribble</b>	Moving with the ball at your feet.
<b>Turn</b>	Changing direction with the ball.
<b>Signalling</b>	Pointing or indicating to other players to give them useful information.
<b>Possession</b>	The team or player in control of the ball.

### Section 2: New Knowledge/Skills

Here are some questions to see what you can remember from your football lessons.

List three different types of **pass**.  
Name three different body parts that a player can use to **control** the ball.

When might a player choose to **dribble** rather than **pass** the ball?

Which ways of **turning** with the ball have you used in lesson time?

Can you identify one rule for each of the following situations when playing a game:  
Kick-off  
Throw-in  
Goal-kick  
Free-kick:



Don't forget to complete the homework task on google classroom once you have completed your football lessons.

## PE: Running

New Knowledge/Skills
Running is an important part of our PE programme for 2 main reasons:
Running is essential to being able to play all other sports, and...
Running is the most popular way across the world that people use to keep fit.
Can you list some of the reasons why running is the most popular keep fit activity?
In our Year 7 running lessons, we will develop our ability to run at a <b>steady pace</b> for a long period of time. We will set a <b>target time</b> and understand what a <b>personal best</b> is.

## PE: Health and Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:
1. To reduce the chance of injury
2. To improve performance
You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the key muscles.
Can you name 5 of the major muscles in the body?
Can you demonstrate 10 exercises you can use in a warm-up?

## PE: Leadership

New Knowledge/Skills
Leadership is an essential part of all sports and fitness activities.
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.
Key question: Why are leaders important in sport?



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>analysis</b>	Studying an artwork to understand how it was made and its creator's intentions.
<b>medium (plural: media)</b>	The materials used to make art, e.g. pencil on paper, oils on canvas
<b>post-impressionism</b>	A French artistic movement that followed impressionism, roughly spanning 1886-1905.
<b>rhinoceros</b>	A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.
<b>technique</b>	The particular skill or set of skills used to produce an effect.
<b>woodcut</b>	A relief printing technique in which a design is cut into a flat wooden block.

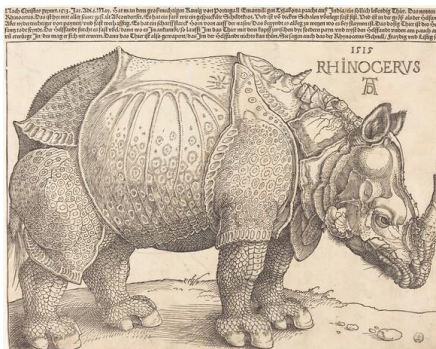
## Section 2: Dürer's Rhinoceros

In the mid 16th Century, the king of Portugal was gifted a live rhinoceros, an animal unseen in Europe at that time.

A description of the rhinoceros soon reached Nuremberg, presumably with sketches, from which Dürer prepared this drawing and woodcut.

No rhinoceros had been seen in Europe for over 1000 years, so Dürer had to work solely from these reports. He has covered the creature's legs with scales and the body with hard, patterned plates. Perhaps these features interpret lost sketches, or even the text, which states, '[The rhinoceros] has the colour of a speckled tortoise and it is covered with thick scales'.

So convincing was Dürer's fanciful creation that for the next 300 years European illustrators borrowed from his woodcut, even after they had seen living rhinoceroses without plates and scales. [bit.ly/badrhino](http://bit.ly/badrhino)



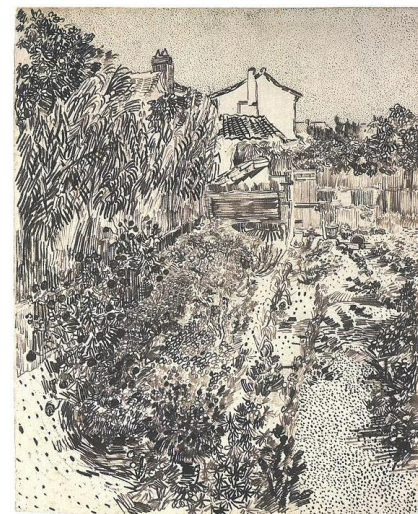
## Looking closer

Use the link on this page to view the rhino online. You can zoom in to the image to see the image close up. Compare Dürer's rhino with a photo of an Indian rhino. [bit.ly/bsadrhino](http://bit.ly/bsadrhino)

How many different textures can you see on Dürer's rhino?

What differences can you see between Dürer's rhino and the photo of an Indian Rhino?

## Section 3: A Garden with Flowers



Vincent van Gogh  
Drawing, reed pen and ink  
Arles: August, 1888

[bit.ly/gardenbad](http://bit.ly/gardenbad)

To help you better understand this drawing and other works of art you can use these questions.

Who is this picture by and when was it made?

What part of the image do you notice first?

Can you name any of the marks used?

What time of year do you think it is?

What part of the world do you think this could be?

If this picture were in colour, what colours do you think would be used?

What does it make you feel?

Describe the sounds that you might hear if you were in this picture.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Primary colour</b>	Root colour from which all other colours are mixed- Red -Yellow -Blue
<b>Secondary colour</b>	Two Primary colours mixed together to make Orange, Purple and Green
<b>Tertiary colour</b>	A secondary colour mixed with a primary colour
<b>Complementary</b>	Colours opposite each other on the colour wheel that make each other appear brighter
<b>Abstract</b>	Art that does not attempt to show external reality
<b>Non-naturalistic</b>	Not closely imitating real life
<b>Impasto</b>	Use of thick paint to create texture
<b>Painterly</b>	Application of loose visible paint strokes
<b>En plein air</b>	outdoors
<b>Expressionist</b>	Expressing the inner world of emotion rather than external reality
<b>Impressionist</b>	An artistic style capturing a moment of time
<b>Stipple</b>	A painting technique using small dots of colour
Tier 2 vocabulary	Definition
<b>Colour</b>	pigment
<b>Blended</b>	One colour merged into another
<b>Media</b>	Type of material used
<b>Strokes</b>	Marks used in painting
<b>Applied</b>	Added to the painting
<b>Landscape</b>	Depiction of an outdoor scene
<b>Portrait</b>	Depiction of a person.

Section 2: New Knowledge/Skills
<p><b>Artists</b> Henri Matisse Andre Derain Claude Monet Berthe Morisot</p> <p><b>Fauvism</b></p> <p>A term applied to a group of artists working in a similar way around 1905-1910. This group included Andre Derain and Henri Matisse.</p> <p>Their paintings were made using bold , non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours- these are pairs of colours which appear opposite each other on the colour wheel and when used side by side in a painting, make each other look brighter. Sometimes the paint was applied thickly to the canvas- a technique known as Impasto.</p> <p><b>Impressionism</b></p> <p>A term applied to a group of artists, initially in France, working in the 1860s onwards. This group of artists included Monet, Renoir, Degas and Berthe Morisot.</p> <p>They worked ‘on the spot ‘ outdoors-‘ en plein air’ rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet’s work ‘Impression- Soleil Levant’ ( impression- sunrise)</p> <p>Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).</p>

Section 3: Colour Mixing
<p><b>Primary colours</b> Red Yellow Blue</p> <p><b>Secondary colours</b></p> <p>Red and yellow - orange Yellow and blue - green Blue and red - purple</p> <p><b>Tertiary colours</b></p> <p>A secondary colour mixed with a primary colour, for example, red and green</p> <p><b>Harmonious colours</b> Colours next to each other on the colour wheel- These colours work well with each other and create an image which is pleasing to the eye.</p> <p><b>Complimentary colours</b></p> <p>Red – Green</p> <p>Yellow – Purple</p> <p>Blue - Orange</p> <p><b>Tint</b> A colour mixed with white</p> <p><b>Shade</b> A colour mixed with black</p> <p><b>Tone</b> A colour mixed with grey</p> <p>Artists will use tints, shades and tones when mixing colours.</p>

### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Primary colour</b>	Root colour from which all other colours are mixed- Red -Yellow -Blue
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<b>expressionist</b>	Expressing the inner world of emotion rather than external reality
<b>impressionist</b>	An artistic style capturing a moment of time
<b>stipple</b>	A painting technique using small dots of colour

### Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>colour</b>	pigment
<b>blended</b>	One colour merged into another
<b>media</b>	Type of material used
<b>stroke</b>	Marks used in painting
<b>landscape</b>	Depiction of an outdoor scene
<b>portrait</b>	Depiction of a person.

### Section 2: New Knowledge/Skills

To extend your knowledge this half term:

View this resource about Fauvism on the Museum of Modern Art (MoMA) website.

<https://mo.ma/3TfKorg>



Read the article which introduces you to Fauvist artists.

View this resource about Van Gogh's Starry Night on the MoMA website.

<https://mo.ma/3gc4C7b>



Read through the text and scroll down to watch the video on 'Starry Night'

### Section 3: Colour Mixing

#### Primary colours:

Red Yellow Blue

#### Secondary colours:

YELLOW mixed with RED to make ORANGE  
RED mixed with BLUE to make PURPLE  
BLUE mixed with YELLOW to make GREEN

#### Tertiary colours:

A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in orange-red

#### Harmonious colours

Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. Yellow, Green-yellow and Green

#### Tint

A colour mixed with white. E.g. Orange mixed with white.

#### Shade

A colour mixed with black. E.g. Blue mixed with black

#### tone

A colour mixed with grey. E.g. Red mixed with grey.

Artists use tints, shades and tones when mixing colours.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Thought Tunnel</b>	Student in a tunnel, teacher walks down the TUNNEL everyone says what they are thinking on set topic.
<b>Soundscape</b>	Sounds created in a sequence.
<b>Props</b>	An object used on stage by actors. In practical terms, a prop is considered to be anything movable or portable on a stage, distinct from the actors, scenery, costumes.
<b>Sound Effects</b>	Sounds made to create atmosphere.
<b>Lighting Effects</b>	Created on stage with torches in the black-out, or using a rig.
<b>Dramatic Tension</b>	Understanding anticipation of something about to happen.
<b>Narration</b>	Section of script that tells the story.
<b>Voice Over</b>	An section of speech, spoken over the action, can be live or pre-recorded

Tier 2 vocabulary	Definition
<b>Thriller</b>	These tend to be action-packed and fast-paced with moments full of tension, anxiety, and fear. Without fail, they are plot-driven stories.
<b>Scene</b>	A specific section of a play, it will often hold a section of plot, or idea.
<b>Script</b>	Format used to set out lines for characters to speak.
<b>Will</b>	A document that someone leaves with instructions for after their death.
<b>Tidal Island</b>	A piece of land that appears and disappears with the tide.
<b>Causeway</b>	A often manmade path to an piece of land off shore.

Section 2: New Knowledge/Skills
<p><b>Exploring the use of Dramatic Tension</b></p> <p>As performers we learn to use a range of techniques to create suspense in our Audience's mind. We will use sections of script as starting points to add our own SOUND SCAPES, MOVEMENT and ACTION.</p> <p>Techniques you will use:</p> <p><b>Voice</b>.....An actor's voice provides lots of information and we do that through:  <i>Pitch</i> - the height or depth of the voice.  <i>Pace</i> - the speed lines are spoken.  <i>Single Voices &amp; Ensemble Voices</i> – <i>Deciding where to put in single actor's speaking and using more than one speaker.</i></p> <p><b>Silence</b>  Actor's make decisions about where to place these using:  <b>Pauses</b>  Important for building tension  <b>Phrasing</b>  How the lines a broken up for meaning and effect.</p> <p><b>Action</b> - Using movement to tell stories and show the relationships between characters using:</p> <p>Gesture - used to show a character's emotions, eg; shaking a fist to represent anger. Gestures can also show a character's personality, eg; strong and sharp gestures such as wagging a pointed finger may show an aggressive character.  Proxemics - the positioning of the actors but also of any set and props used.  Levels - Heights being used to represent relationships and emotions.</p>

Section 3: More Knowledge and Skills
<p><i>"During afternoon tea there's a shift in the air.  A bone trundling chill that tells you she's there  There are those who believe that the whole town is cursed,  But the house in the marsh is by far the worst  What she wants is the unknown but she always comes back.  The spectre of darkness, the Woman in Black"</i></p> <p><b>Script from 'The Woman in Black'</b></p> <p><b>Lighting Effects</b> - light is used to draw focus to the character, or element it is highlighting and can be used to separate a character from the back drop and characters around them often for an important piece of dialog or to emphasise the action, emotion, or expression of the character. Lighting should be creating separation, or casting a shadow, or it should be adding fill.</p> <p><b>Shadows</b> - Playing with torches, or using the rig to create shadows, or highlight specific moments, such as faces.</p> <p><b>Use of props</b> – Using material creatively, to hide actors, or transform their shape. Also using fabric to distort lights and reveal surprises.</p>

Section 4: Links to Prior Learning
<p><b>Greek Theatre</b> we learnt about the CHORUS, reading lines and creating VOCAL LAYERS, we used this technique in lessons using the script "Hero" and "Oedipus". The STILL IMAGE will continue to be used as a starting point in many scenes to allow you to use the physical techniques of CANON, UNISON and SYNCHRONISED MOVEMENT.</p>



## Section 1: Key Vocabulary

### Tier 3 vocabulary Definition

**Programme Music** In Western classical music, programme music refers to a piece (usually instrumental, rather than vocal) that is *about something or tells a story*

**Graphic Score** A graphic score uses images, shapes and pictures instead of notes on a staff

**Orchestra** A large musical ensemble consisting of a variety of different instruments

**Arco/Pizzicato** Arco means to play with the bow. Pizzicato means to pluck

**Reed/ Double Reed** A single or double strip of material that vibrates to make a sound. Used on woodwind instruments.

**Sequence** the restatement of a motif at a higher or lower pitch in the same voice

### Tier 2 vocabulary Definition

**Repetition** Repeating an idea; playing it more than once

**Accompaniment** A musical part that supports another instrument.

**Melody** The combination of pitch and rhythm to make a tune

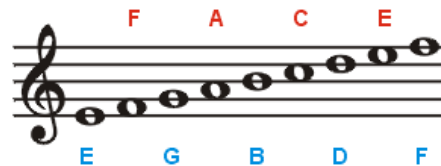
**Composition** A creative work. A piece of music, art or poetry.

## Section 2: New Knowledge/Skills

### The Interrelated Dimensions of Music/ The Elements of Music

In this unit we will understand and explore how music is created, produced and communicated through the interrelated dimensions:

Pitch	How high or low the notes are
Duration	How long or short the notes are
Dynamics	The volume of the music
Tempo	The speed of the music
Texture	The relationship between the layers of the music
Sonority/ Timbre	The unique sound or tone quality of different instruments
Structure	The organisation of the music



### Suggested Listening

Camille Saint-Saëns  
Carnival of the Animals



Modest Mussorgsky  
Pictures at an Exhibition



## Section 3: Instruments of the Orchestra



**Links to Prior Learning:** Rhythm and staff notation reading skills, composition and group work skills from *I've Got Rhythm* and *Keyboard Skills*.

## Section 1: Key Vocabulary

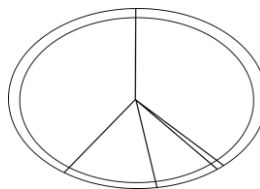
Tier 3 vocabulary	Definition
<b>Claw Grip</b>	A knife hold where the fingers are curled under and not laid flat on the food surface.
<b>Bridge Grip</b>	A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.
<b>Pre-heat</b>	Turning the oven on prior to being needed so it reaches the required temperature.
<b>Simmer</b>	A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).
<b>Rubbing-in method</b>	Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.
<b>All-in-one method</b>	A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.
<b>Seasonal Foods</b>	Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).
<b>Eatwell Guide</b>	A guide which shows the different food groups and the proportions they should be eaten in.
<b>4 Cs</b>	Relate methods used to keep food production safe and hygienic. Cross-Contamination, Cleaning, Cooking and Chilling.
<b>Intensive</b>	A type of farming used to produce a large amount of food.
<b>Organic</b>	A type of farming used to produce food which avoids the use of chemicals and pesticides.
<b>Carbohydrates</b>	A nutrient we obtain from our food which provides energy.

Tier 2 vocabulary	Definition
<b>5-A-Day</b>	A Government scheme to encourage eating more fruit and vegetables.
<b>Safety</b>	Working in a way to avoid injury or danger.
<b>Hygiene</b>	Working in a clean and organised manner.
<b>First-Aid</b>	Basic assistance given for minor injuries.
<b>Peeling / Chopping / Slicing</b>	Methods of preparing some fruit and vegetables.
<b>Equipment</b>	The necessary items for a particular purpose
<b>Measuring / weighing</b>	Accurately preparing the correct amount of ingredients / liquids for a recipe

## Section 2: New Knowledge/Skills

### Eatwell guide

Label the diagram and add the extra sections



Name the knife holds



### Cross-contamination:

How do we use chopping boards to avoid this in the T8 Kitchen?

The **Danger Zone** temperatures are:

## Section 3: Other subject specific things

### Useful Abbreviations:

- tsp
- tbs
- g
- ml
- l

Spring	Summer	Autumn	Winter
Asparagus	Beetroot	Field Mushrooms	Brussels Sprouts
Carrots	Broad beans	Lettuce	Cabbage
Cauliflower	Carrots	Marrow	Carrots
Celeriac	Cauliflowers	Potatoes	Cauliflower
Cucumbers	Courgettes	Pumpkin	Celeriac
Curly Kale	Cucumber	Rocket	Curly Kale
Purple sprouting broccoli	Fennel	Squashes	Fennel
Savoy Cabbage	Fresh Peas	Sweetcorn	Leeks
Spring Greens	Garlic	Watercress	Parsnip
Spring Onions	Green beans		Potatoes
Watercress	Salad & salad leaves	Apples	Red Cabbage
	New Potatoes	Blackberries	Swede
Rhubarb	Radishes	Damsons	Turnip
Gooseberries	Salad onions	Elderberries	
	Tomatoes	Pears	Apples
	Watercress	Plums	Pears
	Blueberries		
	Currants		
	Plums		
	Raspberries		
	Strawberries		

### HW1 -

- Create a Health & Safety poster using the tier 2 and 3 vocabulary from the knowledge organiser to teach younger students how to keep safe in the kitchen.
- Complete the H&S quiz on Google classroom, or ask your teacher for a paper copy

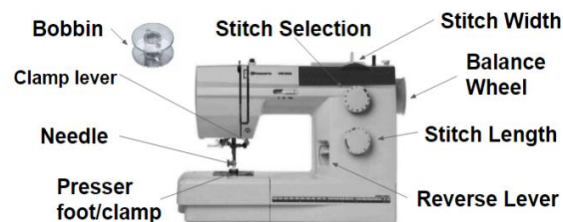
HW2 - Use the seasonal foods chart above to identify which recipes can be made using seasonal ingredients on your HW sheet.

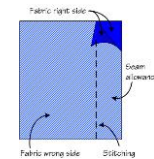
Complete the quiz on Google classroom, or ask your teacher for a paper copy.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Needle</b>	A thin piece of metal with a point at one end and an 'eye' at the other that the thread passes through. Used to sew.
<b>Stitch</b>	Thread passes through the fabric to keep it together
<b>Pin</b>	A thin piece of metal with a point at one end and a colourful bead at the other. Used to hold fabric together temporarily
<b>Thread</b>	A piece of spun polyester to sew with
<b>Seam allowance</b>	The distance from the edge of the fabric to the stitching line that joins the fabric together.
<b>Cotton</b>	A natural fibre that comes from the cotton plant.
<b>Tacking</b>	A temporary stitch to hold fabric together whilst you sew on the sewing machine.
<b>Quick Unpick</b>	A sharp pointed tool that is used to remove unwanted stitches.
<b>Freezer Paper</b>	A paper with a thin coating of plastic that will stick to fabric when ironed. Used to make stencils

Tier 2 vocabulary	Definition
<b>Natural</b>	Comes from nature, a plant or animal.
<b>Stencil</b>	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Section 2: Skills
<b>Stencil</b> Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp.
<b>Sewing Safely</b> Follow these steps to ensure <b>accurate</b> and <b>safe</b> sewing: <ol style="list-style-type: none"> <li>1. Pin the fabric in place</li> <li>2. Tack through all layers of the fabric, removing the pins as you go</li> <li>3. Machine sew over the tacking</li> <li>4. Use the quick unpick to remove the tacking stitches.</li> </ol>
<b>Manufacturing Steps</b> <ol style="list-style-type: none"> <li>1. Pin, tack and sew the outside of the banner</li> <li>2. Fold the top edge over to make the casing. Pin, tack &amp; machine sew in place.</li> <li>3. Remove the tacking stitches with the unpicker</li> <li>4. Design your stencil</li> <li>5. Cut out your stencil using a craft knife and cutting mat</li> <li>6. Iron the stencil onto your banner</li> <li>7. Using a sponge to apply fabric paint to the stencil</li> <li>8. Leave to dry then remove the stencil</li> <li>9. Iron the fabric paint design to fix it into the fibres of the fabric.</li> <li>10. Add the wooden banner holder and a wool hanger.</li> </ol>



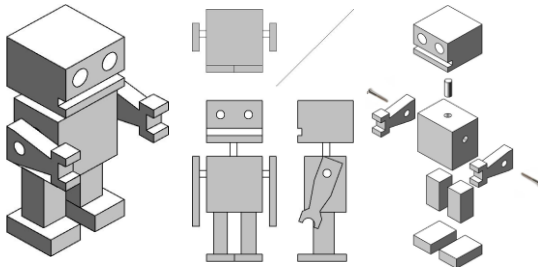
Section 3: Knowledge
<b>Cotton</b> Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. <b>Properties</b> of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.
<b>Seam Allowance</b> A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together. This is the gap between the edge of the fabric and the sewn seam. If we sewed right on the edge of the fabric the stitching would come undone as the fabric started to fray. This would result in products that would fall apart because the seams are not sturdy enough. 
<b>Smart Materials</b> Smart materials are ones that have been developed to react and change based on their surroundings. In textiles we can use Smart Inks to print on fabrics. The main inks are: <p><b>Photochromic</b> ink changes colour with UV light</p> <p><b>Hydrochromic</b> ink changes colour with moisture.</p> <p><b>Thermochromic</b> ink changes colour with temperature.</p>
<b>Machine Setting for Straight Stitch</b> The sewing machine can be adjusted to produce many different stitch patterns. This is done by adjusting the 3 dials on the right hand side of the machine. There is also a key printed on the machine to show you what each of the stitches look like. You are going to use STRAIGHT STITCH for this project. Here are the settings you will need: <p>Stitch Width: 2.5</p> <p>Stitch Selection: 1</p> <p>Stitch Length: 2.5</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Task Analysis</b>	Investigating the topic being studied by breaking it down in the different possible focal points
<b>Orthographic</b>	A style of 3D drawing shown in 3 different views
<b>Isometric</b>	A style of drawing using 30 degree angles
<b>Timber</b>	A wooden beam in the frame of a house, boat, etc.
<b>Hardwoods</b>	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers
<b>Softwoods</b>	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees
<b>Man-made wood/ board</b>	They are usually composed of natural woods and resin, which binds them together. This forms wood such as Ply
<b>PPE</b>	Personal protective equipment used in the workshop
<b>Tri-Square</b>	A tool for measuring or marking out accurate right angles
<b>Pillar Drill</b>	versatile machines that can be used on a wide range of materials where single hole drilling is required.
<b>Disc sander</b>	A machine to help sand down work to a correct measure or creating a smooth finish
<b>Steel Rule</b>	A tool to help measure accurately
<b>Tenon Saw</b>	A tool for cutting different types of wood by using a forwards and backwards movement
<b>Hand File</b>	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking
<b>PVA adhesive</b>	Polyvinyl acetate, commonly known as wood glue

Tier 3 vocabulary	Definition
<b>Grain</b>	The lines along the wood that create the decorative look
<b>Annual Rings</b>	Circular rings that indicate the age of the tree
<b>Knot</b>	Small dark circles where a branch once grew
<b>Warping</b>	When wood has twisted in different directions
<b>Splitting</b>	When ends of wood have dried too quickly and split
<b>Cupping</b>	When a plank of wood curves towards the centre

Section 2					
	Measure	Mark	Cut	Sand	
Feet					
Arms					
Shape					
Legs					
Head					
Mouth					
Eyes					
Body					
Dowel					

Section 3: Health and Safety in the Workshop
I understand the safety rules in the workshop and promise to follow them
Student sign:.....Teacher sign:.....

Section 3																	
<b>Wood types</b> <table> <tr> <td>Oak</td><td>Medium-Density - Fibreboard</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Plywood</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Chipboard</td><td>Pine</td></tr> <tr> <td>Teak</td><td></td><td>Spruce</td></tr> <tr> <td>Balsa</td><td></td><td>Fir</td></tr> </table>			Oak	Medium-Density - Fibreboard	Redwood	Beech	Plywood	Cedar	Mahogany	Chipboard	Pine	Teak		Spruce	Balsa		Fir
Oak	Medium-Density - Fibreboard	Redwood															
Beech	Plywood	Cedar															
Mahogany	Chipboard	Pine															
Teak		Spruce															
Balsa		Fir															
<b>Properties of woods:</b> Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
<b>Drawing Styles:</b> Isometric      Orthographic Projection      Exploded View																	
																	
<b>Homework 1</b> Produce a safety poster. See page 2 of the booklet. Also use the tier 2 and 3 vocabulary from the knowledge organiser to teach other students how to keep safe in the workshop.																	
<b>Homework 2</b> a)Types of timber. What are the 3 main categories? Use the tier 3 vocabulary to help identify them. <ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol> Produce a leaflet outlining the 3 categories of woods and how we identify between them using interesting facts. Using the wood types listed above choose one from each column. Research its origin, draw a picture of the tree and its leaves, describe its appearance and an example(s) of what we make the wood into as a product.																	
b)Find an item which is made of wood from your home. Sketch it. Try and identify which wood it is by using the materials list above and explain why this wood has been chosen to make this product by identifying the correct properties from the list above.																	



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Genuine friendships</b>	These last for years as they are based on mutual respect and are people who make each other feel good about themselves.
<b>Toxic Friendship Groups</b>	a group of friends you may not like, want to be with or who even like you, but you are scared about what could happen if you try to leave the group.
<b>Peer pressure</b>	influence from members of one's peer group.
<b>Banter</b>	the <u>playful</u> and friendly exchange of <u>teasing</u> remarks.
<b>Cyberbullying</b>	the use of electronic communication to <u>bully</u> a person, typically by sending messages of an <u>intimidating</u> or threatening nature.

Tier 2 vocabulary	Definition
<b>Confident</b>	feeling or showing confidence in <u>oneself</u> or one's abilities or qualities.
<b>comfortable</b>	providing physical ease and relaxation
<b>Challenge</b>	To stand up for someone else by not being a bystander
<b>Respect</b>	due regard for the feelings, wishes, or rights of others.

## Section 2: New Knowledge/Skills

**Peer Pressure**

The people around you (your peers) influence your day-to-day decisions, even if you don't realise it.

Sometimes this can be a good thing. Maybe a friend suggested a book that's now your favourite.

But sometimes they might pressure you to do things you don't want to do. Like hurt someone else, do something unsafe or miss school.

Peer pressure means feeling like you have to do something because people around you want you to or expect you to. It might be to make someone else happy or to fit in with a new group.

It's okay to say no if you don't want to or feel uncomfortable. You have the right to choose what's best for you, even if it's not what other people think is best

**Things to remember**

- It's ok to say no to things if you feel uncomfortable or unsafe
- You have the right to make your own choices

## Section 3: Other subject specific content

**Ways to say no**

- Say it with confidence
- Find friends who share the same values
- Think of an excuse
- Suggest something else to do
- Avoid certain situations
- Stand up for others

Respect for all, by all

Childline 08001111

## Extra – Curricular Timetable

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime</b>	<b>Spelling/Translation Bee</b> With Sarah In Languages  <b>Book Club</b> With Sarah Library  <b>Film Club</b> With Letty In P1	<b>Film Club</b> With Letty In P1  <b>Girls' Basketball (Wk2)</b> With Leanne Sports Hall	<b>Cartoon Club (Wk2)</b> With Robert A3  <b>Belper School Christian Union</b> With Stephen H3  <b>Belper Band</b> With Anna Mu1	<b>Film Club</b> With Letty In P1  <b>Cartoon Club (Wk1)</b> With Robert A3  <b>Film Club</b> With Letty In P1	<b>Lunch Club</b> With Emma Library  <b>Chess Club</b> With Carlos M1
<b>After School</b>	<b>Homework Club</b> All welcome In Learning Support	<b>NRich Maths Club</b> With Letty In P1  <b>Computing Club</b> With Adam L7 (Wk1) H10 (Wk2)  <b>LGBTQ+ Pride Club</b> With Karen, Emma, Sally T5  <b>Belper School Choir</b> With Phil In Mu1  <b>Homework Club</b> All welcome In Learning Support	<b>Music Producers Club</b> With Phil In Mu1  <b>Textiles Club</b> With Sarah In T1  <b>Recycling and Litter-Picking</b> With Marc School site  <b>Languages and Cultures</b> With Emily L9  <b>Broadway at Belper</b> With Sarah Hall  <b>Boys' Football</b> With Stephen PE  <b>Homework Club</b> All welcome In Learning Support	<b>LARP</b> With Mike In H9  <b>Gardening</b> With Marc ACCESS garden  <b>Girls' Football</b> With Leanne PE  <b>Music Club</b> <b>Band Rehearsal</b> With Anna Mu1  <b>Netball (Wk1)</b> With Rebecca Courts/Sports Hall  <b>Scalextric Club</b> With Phill, John T2  <b>Homework Club</b> All welcome In Learning Support	



2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



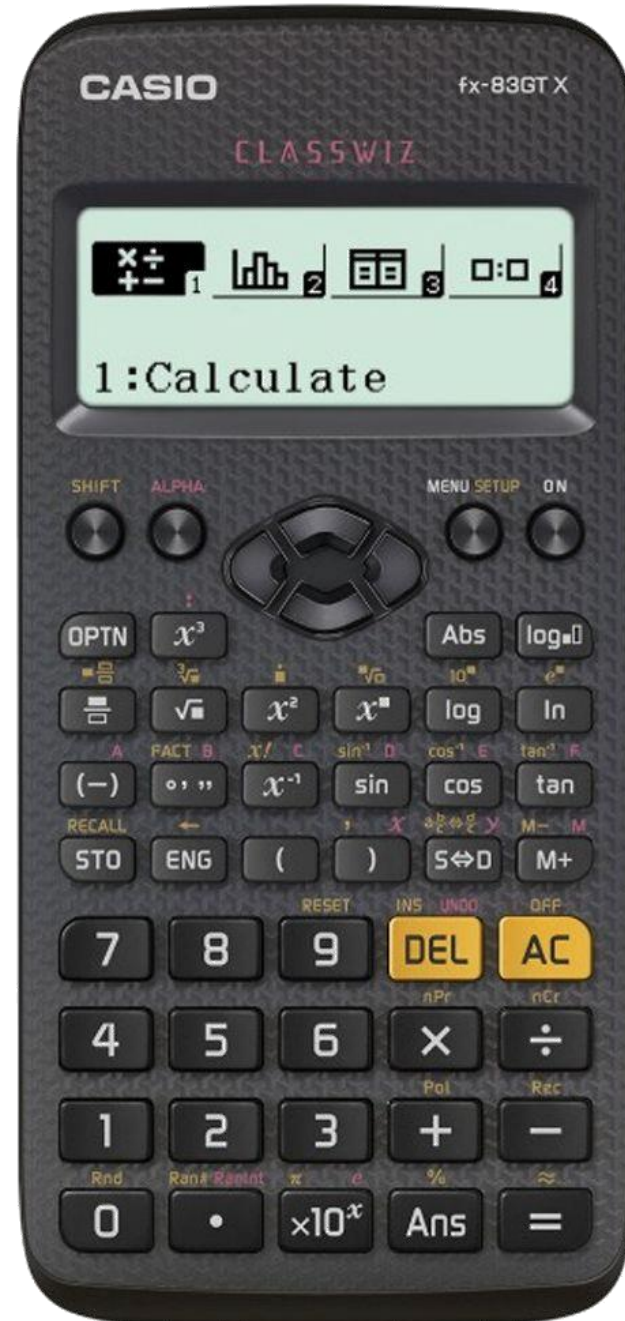
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

