

Knowledge Organiser

Year 7 Spring 2 2023

Name:

Tutor Group:

“You are capable of anything you want. No-matter where you are from or where your start line is, everybody starts somewhere...”

Preet Chandi

British Army physiotherapist.

Completed the longest-ever solo and unsupported polar expedition in January 2023.



Create Your Future

 **BELPER**
SCHOOL
and Sixth Form Centre

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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

Munday 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 organizes 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

NOUN Explaining the meaning of something. A stylistic representation of a creative work.

SYNONYMS

Explanation
Meaning
Rendition
Understanding

Interpretation



Words of the Week

ADJECTIVE Free from outside control; not subject to another's authority or depending on another.

SYNONYMS

Individualistic
Free-spirited
Self-sufficient
Liberated

Independent



SYNONYMS

Test
Investigate
Trial
Assess

Experiment

NOUN A scientific procedure done to make a discovery, test a hypothesis or demonstrate a known fact.

VERB To perform a scientific procedure.



How have you used the words this half term?

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Groundlings	Members of the peasant classes who stand in 'the pit' at the Globe Theatre
Galleries	Boxes for the more affluent members of society to sit and view a play at the Globe Theatre
Gentlemen's Boxes	Area for the rich & famous in society which cost a shilling to access.
Cutpurses	Pickpockets who frequented places like the Globe Theatre, looking for purses to slice open.
Bear-baiting	A blood sport where a chained up bear was pitted against a pack of dogs for entertainment
Elizabethan Period	The period of Queen Elizabeth I's reign - 1558- 1603

Tier 2 vocabulary

Definition

Alliteration	Repetition of consonant sounds at the beginning of a group of words. Eg Groovy Greeks
Rhyme	When the two final syllables sound the same in two words. Eg Stormin' Normans
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Exclamatory Statement	A sentence which ends with an exclamation mark.
Rule of Three	Grouping three ideas together for greater impact.
Conventions	Specific rules for different writing formats

Section 2: New Key Skills/Strategies

Diary Entry Writing Conventions:

- Written in **past tense**
- Written in the **first person**
- Events structured in **chronological order**
- Inclusion of **thoughts, feelings & opinions**
- Inclusion of **figurative language** techniques, including:
 - Similes, metaphors & personification
 - Vivid imagery
 - Sensuous imagery & sensory appeals

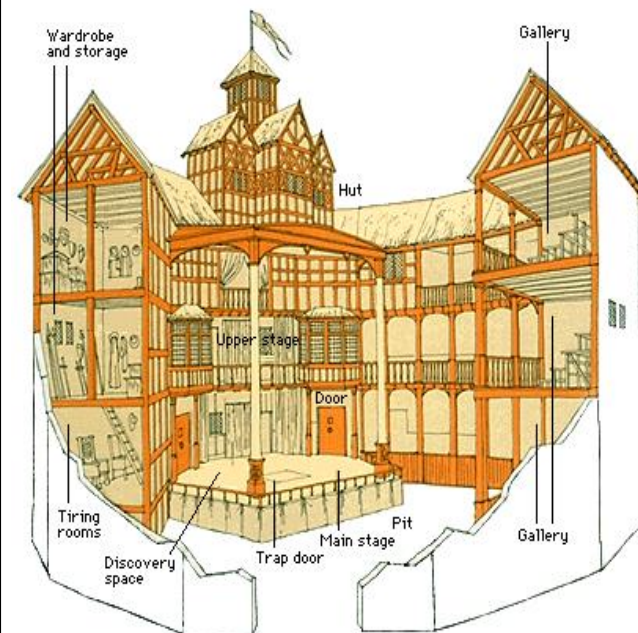
Horrible Histories – Writing Strategies:

The HH Blurb & Info Pages use a range of rhetorical devices to engage readers including:

- Exclamatory Statements
- Alliteration
- Sibilance
- Rule of Three
- Rhetorical Questions
- Emotive Language
- Plosives
- Fricatives
- Rhyme

Section 3: Shakespeare's Life and Times / Horrible History Blurb

The Globe Theatre



Horrible History Blurb Examples

History with the nasty bits left in!

The Vicious Vikings is packed with frightening facts about these vile invaders – and their savage Saxon enemies – from cruel kings and vengeful Viking warriors to the suffering slaves, the thralls.

Want to know:

- Why some vicious Vikings had names like Fat-thighs, Oaf and Stinking?
- How to build a vicious Viking longboat?
- Which vicious Viking god dressed up as a woman?

Read on to find out about some truly terrible torture techniques, vile Viking legends full of gruesome giants and deadly dwarves, and the messy murder of King Edmund.

History has never been so horrible!

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Terminating Decimal A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero

Recurring decimal A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666\dots$ or 1.851851851

Numerator The part of a fraction *above* the vinculum, or fraction bar

Denominator The part of a fraction *below* the vinculum, or fraction bar

Improper fraction A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$

Mixed number A number made up of an integer and a proper fraction such as $4\frac{2}{3}$

Tier 2 vocabulary Definition

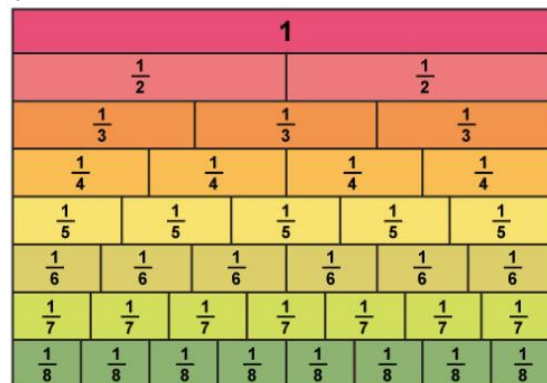
Infinite Endless and immeasurable, such as the sequence of counting numbers

Simplify To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship

Equivalent Fractions are equivalent if they express the same value
ie $\frac{2}{4} = \frac{1}{2} = 0.5$

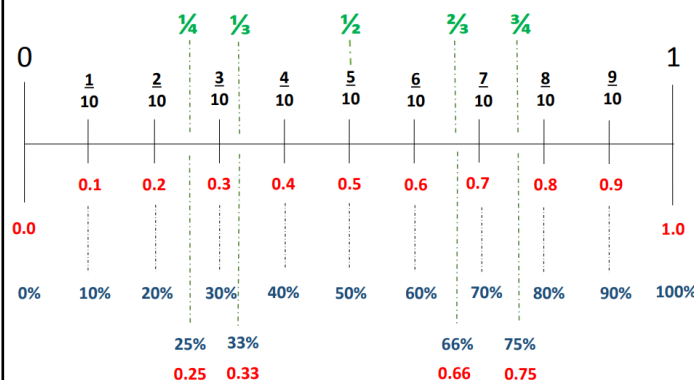
Section 2: Representations

Fraction wall



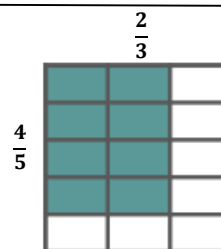
The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

Equivalent fractions, decimals and percentages



Multiplying a fraction by a fraction

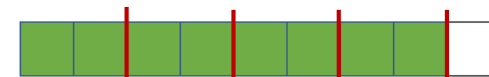
$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$



Section 3: Operations

Dividing a fraction by an integer

$$\frac{8}{9} \div 4 = \frac{2}{9}$$



$\frac{8}{9}$ shared into 4 equal parts of size $\frac{2}{9}$

Using equivalence to find a fraction between two others

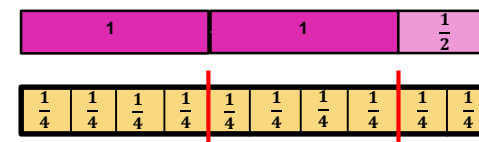
Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

Division by a fraction



To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that $2\frac{1}{2}$ when contains 10 lots of $\frac{1}{4}$ so:

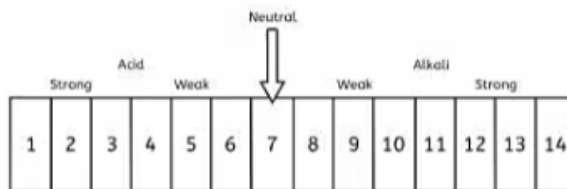
$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Indicator	A substance used to distinguish an acid from an alkali
pH	A number assigned to a substance to identify it as acid, alkali or neutral
Reactant	The starting substances which react together
Product	The substances which are created from the chemical reaction
Sodium Hydroxide	A common alkali with formula NaOH
Hydrochloric acid	A common acid with formula HCl
Sulfuric acid	A common acid with formula H ₂ SO ₄
Nitric acid	A common acid with formula HNO ₃
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H ₂
Tier 2 vocabulary	Definition
Neutralisation	A chemical reaction between an acid and an alkali
Hazard	Something that could cause harm
Concentration	A measure of how many particles are dissolved in a solution
Combustion	Scientific word for burning
Neutral	pH7, when a substance is neither an acid or an alkali

Section 2:

Colour in the pH scale below;



Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.

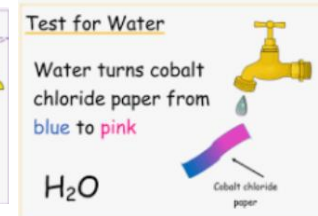
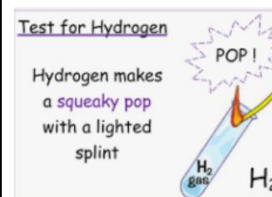
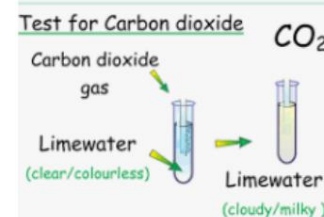
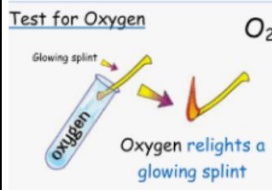

General word equations for neutralisation

Acid + alkali → salt + water

Acid + metal → salt + hydrogen

Acid + metal carbonate → salt + water + carbon dioxide

Bee stings are acidic, what might you put on it to treat it?

Section 3:
Gas Tests

Signs that a reaction is happening

- A change in colour / appearance
- A change in temperature
- Fizzing / gas production

Label the fire triangle

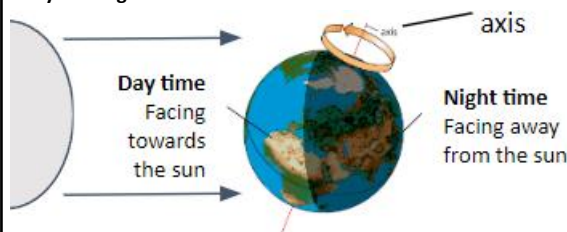


Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Orbit	Path taken by a satellite, planet or star moving around a larger body.
Axis	An imaginary line about which a body rotates.
Moon Phases	The shape of the Moon's directly sunlit portion, as viewed from Earth
Eclipse	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.
Hemisphere	A half of the earth, usually as divided into northern and southern halves by the equator
Lunar month	The time it takes the moon to orbit the earth once
Dwarf planet	a celestial body like a small planet but lacking certain criteria

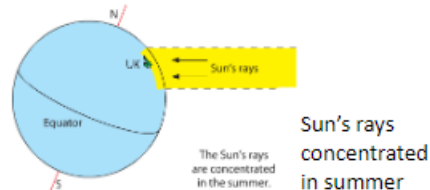
Tier 2 vocabulary

Tier 2 vocabulary	Definition
Stars	Bodies which give out light, and which may have a solar system of planets.
Satellite	Object orbiting around a planet, either natural or man-made e.g our moon
Planet	Object of large enough mass, roughly spherical which clears its local orbit around a star
Equator	A line drawn on the earth equal distance from the poles, dividing the earth into northern and southern hemispheres
Year	The time it takes a planet to orbit a star, usually given in earth days
Day	The time it takes a planet to rotate about its axis once, measured in hours

Section 2:**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:****Research**

Used to stimulate debate, challenge and benefit your deeper knowledge

Determine/list the key details you need to know (list the **key words/phrases** you could look up)

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)

Scroll through beyond the first few results

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)

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?)

Do not copy and paste information this is **plagiarism** and is illegal. 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.

Write **rough** notes first.

If you wish to copy a direct **quote** from a source then it must be in "quotation marks" and referenced.

Reference where you got information from, giving the title of book or website and the author if given.

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**.

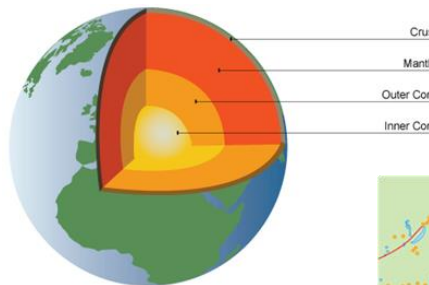
Section 1: Key Vocabulary

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

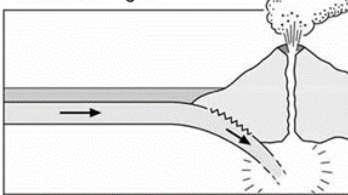
Tier 2 vocabulary

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

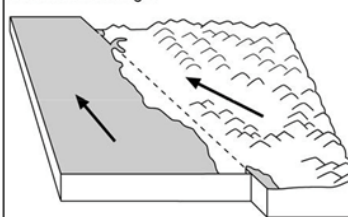
Section 2: New Knowledge



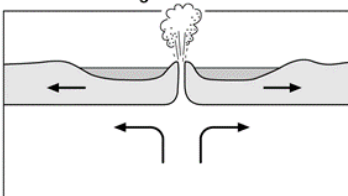
Destructive margin



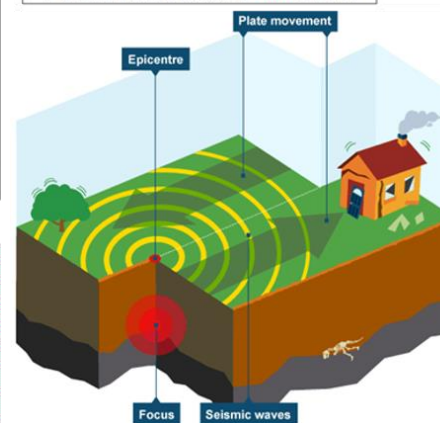
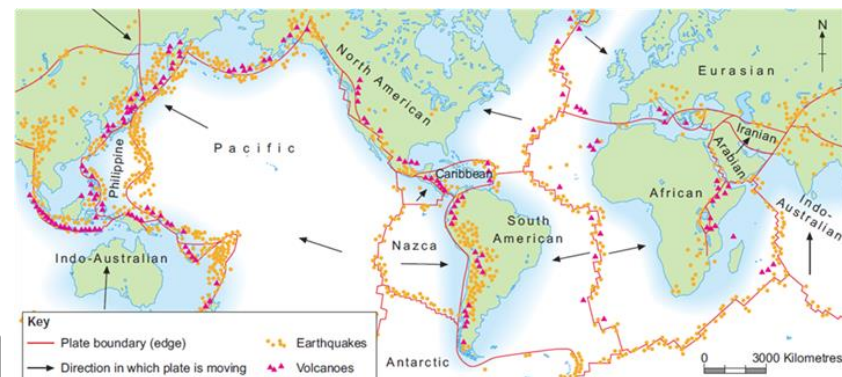
Conservative margin



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
Medieval	Belonging to the Middle Ages.
Inferences	To work out the meaning behind messages.
Museum	A building that houses historical artefacts.
Artefacts	Items from history that teach us about the period they are from.
Tournament	A sporting event in Medieval times with sports like jousting.
Curator	A person in charge of historical artefacts in a museum.

Tier 2 vocabulary	Definition
Intriguing	Something of interest ;to think about.
Protagonist	Character in a story.
Rhetorical	Asked for effect not to gain an answer.
Resonant	A thing from history that echoes today; is still relevant.
Significance	Of importance.

Section 3**Life in a Medieval Village**

Creating a Medieval atmosphere	Using historical detail to aid reader's empathy for characters in a story.
Building our character	Creating a character map
Giving a story structure	Setting out a plot through planning.
Researching a historical story	the importance of planning and gathering historical knowledge.

Section 4**Black Tudors**

Making inferences from picture sources	Applying historical knowledge of a time period.
Identifying significance in History evaluation using the 4 Rs	Revealing? Remarkable? Resonant? Remembered?
The 5 Tudor Monarchs	Henry VII; Henry VIII; Mary; Edward VI; Elizabeth I.
Usefulness in History	significance

Section 5: Enquiry Questions

What make a good historical story about life in a medieval village?
 To investigate the different groups of people who lived in Tudor England.

Section 6: Source Analysis: what can we infer about the people who lived in these buildings?**Section 7: Interpretations**

How do we incorporate historical detail into fiction?

Why have the contributions of some people in Tudor times been overlooked in history?

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. Où habites-tu ?	Where do you live?
2. Où vas-tu ?	Where do you go ?
3. Que fais-tu ?	What do you do?
4. Avec qui ?	Who with?
5. C'est comment?	What's it like?
6. Quand il fait beau, que fais-tu ?	When it's fine, what do you do?
7. Tu aimes faire <i>du parkour</i> ?	Do you like doing parkour?
8. Pourquoi ?	Why?
9. Quel temps fait-il ?	What's the weather like?

Section 2: Grammar			
ALLER to go		FAIRE to do/make	
je vais	nous allons	je fais	nous faisons
tu vas	vous allez	tu fais	vous faites
il va	ils vont	il fait	ils font
elle va	elles vont	elle fait	elles font
aller à = to go to à+ le = au à+ la = à la à+ l' = à l' à+ les = aux		faire de =to do/make de+ le = du de+ la = de la de+ l' = de l' de+ les = des	
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
The negative – saying you don't do something			
ne/n'....pas go around the verb			
je n'aime pas		I don't like	
Je ne vais pas		I don't go	
Je ne fais pas		I don't do	


Section 3: WAGOLL

Salut! J'habite à Bordeaux avec ma famille. Il y a un marché, des magasins, un centre commercial à Bordeaux mais il n'y a pas de patinoire ici. Il y a aussi plus de 25 églises, cinq mosquées et deux piscines. En hiver, quand il fait froid, je vais aux magasins ou au cinéma le samedi matin, et je vais à l'église le dimanche matin. L'après-midi, je vais parfois chez Françoise, et le soir, **je reste** chez moi. D'habitude le weekend, quand il fait beau, j'aime jouer au foot avec mon chien au parc. En été, j'adore aller à la piscine quand il fait chaud et quand il y a du soleil. J'adore ça parce que c'est très amusant ! Ma sœur ne va pas à la piscine. Elle fait de l'équitation. De temps en temps, mon père va en Angleterre avec **son travail** mais **il préfère** être à Bordeaux parce qu'il n'aime pas quand il pleut! Où habites-tu? Le weekend, que fais-tu?

Can you work out the meaning of the words* from the context?

Je reste	
son travail	
Il préfère	

À savoir:
☆ Find out about Bordeaux. What is it famous for? <https://www.bordeaux-tourism.co.uk/>



FRENCH Y7 Word list Spring 2.A

adv	où	where
inf	habiter	to live/living
prep	dans	in (a location + article + noun.
nf	une ville	a town
nm	un village	a village
	il n'y a pas de/d'	there isn't/aren't any...
nm	un marché	a market
	un centre commercial	a shopping centre
nf	une piscine	a swimming pool
nm	un château	a castle

FRENCH SPRING 2.B

adv	ici	here
adv	trop	too
adj	ennuyeux/ennuyeuse	boring (m)/(f)
	à Belper	in/to Belper
		the plural indefinite article
prep	des	
	des magasins	some shops
nmpl	les magasins	(the) shops
nm	un musée	a museum
nf	une patinoire	an ice-rink
adj	génial(e, es)	great

FRENCH SPRING 2.C

nm	le matin	(in the) morning
nm	l'après-midi	(in the) afternoon
nm	le soir	(in the) evening
nm	le weekend	(at) the weekend
nm	le samedi matin	on Saturday mornings
adv	d'habitude	usually
conj	ou	or
inf	aller	to go/ going
vb	je vais	I go/ am going
vb	tu vas	you go/ are going

FRENCH SPRING 2.D

vb	il va	he goes/ is going
vb	elle va	she goes/ is going
vb	on va	we go/ one goes
nm	le cinéma	cinema
nf	l'église	church
nf	la mosquée	mosque
	aux magasins	to/at the shops
	au cinéma	to/at the cinema
	à l'église	to/at church
	à la piscine	at/to the swimming pool

FRENCH SPRING 2.E

prep	chez moi	to/ at my house
	chez Françoise	to/ at Françoise's house
nf	la France	France
nf	la Suisse	Switzerland
nf	l'Angleterre (f)	England
nm	le pays de Galles	Wales
nmpl	les États Unis	the United States
		to/in for feminine countries
prep	en	
	en été	in summer
	en hiver	in winter

FRENCH SPRING 2.F

conj	car	because
	il fait beau	it's fine weather
	il fait mauvais	it's bad weather
	il fait froid	it's cold weather
	il fait chaud	it's hot weather
	il y a du soleil	it's sunny
	il y a du vent	it's windy
	il pleut	it's raining
	il neige	it's snowing
	Quel temps fait-il?	what's the weather like?

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: **au/eau**

chaud

Au revoir

oiseau

eau

Phonics: **tion**

natation

pollution

équitation

éducation

Phonics: **oi**

chez moi

soir

froid

Françoise

Phonics: **é/er/ai/ez**

habiter

aller

Je vais

Il fait froid

musée

église

Phonics: **on/an/en/om**

quand

en

centre

commercial

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Adverbs of frequency	Words used to say how often you do something
Irregular verbs	Verbs which do not follow the usual pattern. Some forms are different.
Conjugation	A verb in all its different parts
Modal verb	‘Helping verbs’ always used with another verb to convey meaning. E.G ‘Can’ or ‘must’
Word order 3	Sentence structure when using a subordinate clause
Subordinate clause	A clause which cannot stand alone as a complete sentence.
Conjunction	A linking word which joins together parts of a sentence.
Infinitive	The dictionary form of the verb. In German they usually end in ‘en’ e.g spielen

Questions	Translation
1. Was machst du in deiner Freizeit?	What do you do in your free time?
2. Spielst du gern Tennis?	Do you like playing tennis?
3. Was spielst du lieber, Fußball oder Rugby?	What do you prefer playing, football or rugby?
4. Was spielst du am liebsten?	What’s your favourite sport to play?
5. Wie oft gehst du ins Kino?	How often do you go to the cinema?
6. Wann schwimmst du?	When do you swim?
7. Was kann man in Belper machen?	What can you do in Belper?

Section 2: Grammar

Machen - to do/make	Lesen - to read
ich mache I do/make	ich lese I read
du machst you do/make	du liest you read
er/sie/es/man macht he/she/it does/makes	er/sie/es/man liest he/she/it/one reads
wir machen we do/make	wir lesen we read
Ihr macht you do (pl)	ihr lest You read (pl)
Sie machen you do (pol)	Sie lesen you read (pol)
sie machen they find	sie lesen they read

gern/lieber/am liebsten

Use these words to say how much you like something. They usually come straight after the verb.

Example:

Ich spiele **gern** Tennis (I like playing tennis)

Ich spiele **lieber** Rugby (I prefer playing rugby)

Ich spiele **am liebsten** Fußball (I like playing football most of all)

Word Order 3 (WO3)

Remember when using ‘weil’ and some other conjunctions, the main verb comes last.

Example Ich spiele gern Hockey. Es ist toll.

When we link these two ideas, the word order would be

Ich spiele gern Hockey, weil es toll ist.

‘Ist’ is the verb in the second clause and so it comes last.

Use interrogatives to ask questions

Examples *Wer ist deine Deutschlehrerin?*

Wann hast du Englisch heute?

Section 3: WAGOLL & phonics

Ein Dialog

A Was machst du gern in deiner Freizeit?
 B Ich lese gern aber ich spiele lieber Fußball.
 A Spielst du gern Tennis?
 B Na, Tennis ist ok aber am liebsten spiele ich Hockey.
 A Was spielst du lieber, Fußball oder Rugby?
 B Ich spiele lieber Fußball, weil ich Rugby langweilig finde.
 A Was spielst du am liebsten?
 B Am liebsten spiele ich Volleyball.
 A Wie oft gehst du ins Kino?
 B Ich gehe normalerweise einmal im Monat.
 A Wann schwimmst du?
 B Ich schwimme jeden Mittwoch um 17:00.
 A Was kann man in Belper machen?
 B In Belper kann man vieles machen; zum Beispiel ins Kino gehen, mit Freunden ins Cafe gehen, tanzen gehen oder Sport im Freizeitzentrum treiben.

Gut zu wissen

Use the structure ‘Man kann....’ to talk about things to do in a town. Put the verb at the end of the sentence.

Example:

Man kann in Belper im Sportzentrum **schwimmen**

Man kann in der Schule Fußball und Tennis **spielen**

GERMAN Y7 Word list Spring 2.A

	ich gehe	I go, am going
	ich spiele	I play, am playing
	ich spiele gern	I like playing
	ich spiele lieber	I prefer playing
	ich spiele am liebsten	Most of all I like playing
	Federball	badminton
	Schach	chess
	reiten	horse riding, to ride
	schwimmen	swimming, to swim
	angeln	fishing, to fish

GERMAN Y7 Word list Spring 2.B

	weil/da	because, as
	denn	because
	jeden Tag	every day
	am Wochenende	at the weekend
	am Abend	in the evening
	einmal	once
	zweimal	twice
	pro Woche	per week
	pro Monat	per month
	wie oft	how often

GERMAN Y7 Word list Spring 2.C

	fahren	to travel, to go
	ich fahre	I travel, I'm travelling
	er/sie fährt	he/she travels/is travelling
	ich lese	I read, am reading
	er/sie liest	he/she reads, is reading
	ich sehe	I watch, I see
	er/sie sieht	he/she watches/sees
	ich esse	I eat, am eating
	er/sie isst	he/she eats, is eating
	Rad fahren	to cycle

GERMAN Y7 Word list Spring 2.D

	mein	my
	dein	your
	sein	his
	ihr	her
	unser	our
	können	to be able
	man kann	you can
	simsen	to text
	herunterladen	to download
	suchen	to look for

GERMAN Y7 Word list Spring 2.E

	das Kino	cinema
	der Park	park
	die Stadt	town
	die Musik	music
	Gitarre	guitar
	Schlagzeug	drums
	einkaufen	shopping, to shop
	fernsehen	to watch TV
	ich sehe fern	I watch TV
	er sieht fern	he watches TV

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

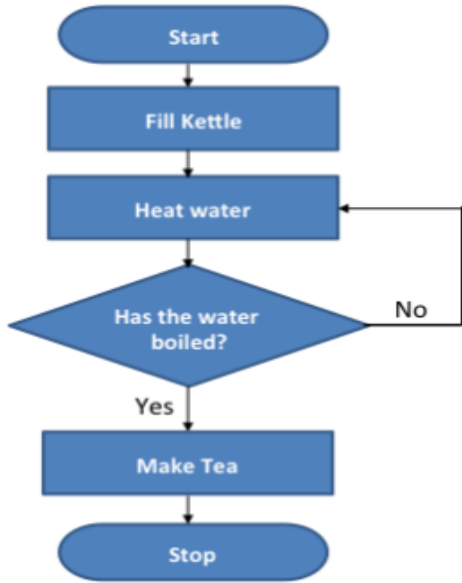
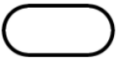



This QR code links to all [the German Y7 QUIZLET sets.](#)


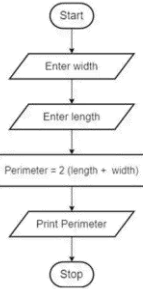
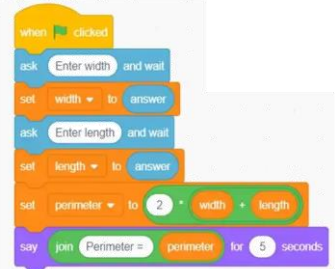


Phonics: j	
jeden	Joghurt
Juni	Anja
ja	Katja
Jahr	jung

Phonics: s (followed by a vowel and at the start and in the middle of words. Not applicable for ss)	
sieben	sein
Musik	Lesen
sehen	gesund
Suchen	sie


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Instruction	An instruction is a single command we give to a computer, to perform one action.
Branching	A decision or choice in the program, which makes different.
Process	A single instruction, or group of instructions given a name.
Sub-routine or Sub-program	A “reusable” block of instructions, “called” or used within a procedure.
Flowchart	A picture of the instructions used to solve a problem
Simulation	A simplified copy of a real-world system (traffic lights, train points etc)
Mimic	A the tools to run a simulation in the Flowol software
Tier 2 vocabulary	Definition
Computational Thinking	Identify and understand a problem, work out the steps to solve it.
Model	“Run” or investigate a simulation. eg What would happen if I changed this value...
Investigate	Find out why the program behaves in a specific way.
Modify	Take some working code and change values in it.
Run	Instruct the computer to follow a program.
Comment	Write messages on your flowchart, to help understand it better.
Operate	Control or change values in a program.
Decompose	Split a problem into tiny, solvable steps

Section 2: New Knowledge/Skills	
 <pre> graph TD Start([Start]) --> FillKettle[Fill Kettle] FillKettle --> HeatWater[Heat water] HeatWater --> Boiled{Has the water boiled?} Boiled -- No --> HeatWater Boiled -- Yes --> MakeTea[Make Tea] MakeTea --> Stop([Stop]) </pre>	
In the flowchart above, find (and write down an example of):	
Process	
Decision	
Repetition	
Could you add input or output to this? What would it be?	
Label the symbols:	
	
	

Section 3: Other subject specific things	
Flowol 4	
<p>This is the software we'll be using to experiment with flowcharts. It uses “Mimics” or simple real life situations.</p> <p>We can then easily build a flowchart to control each mimic, and simulate changes, as we control motors, sensors, lights etc.</p> <p>When used as intended, flowol can actually control real devices, like the arduino microcontroller we discussed in Term 2</p>	
Making a Flowchart using Computational thinking techniques:	
<p>A Computer Scientist would use a <i>flowchart</i> before programming (like last term's Scratch) to create a simple, easily understandable version of a problem.</p> <p>The first step is to <i>abstract</i> the problem, by removing any unwanted information or detail (in a program that calculates a perimeter, we don't care what the item is we're calculating it for, or what colour it is - we just need the length and width).</p> <p>Then we <i>decompose</i> the problem into tiny steps - what steps do we need to complete in order to solve the problem?</p> <p>Each step becomes an <i>instruction</i> (or <i>sub-routine</i>).</p> <p>Now we have a clear structure for a flowchart, which then helps to write clear, understandable code.</p>	
<p>You can see how the flowchart below gives us the structure of a Scratch program like the ones we made last term..</p>	
 <pre> graph TD Start([Start]) --> EnterWidth[/Enter width/] EnterWidth --> EnterLength[/Enter length/] EnterLength --> PerimeterCalc[Perimeter = 2 * (length + width)] PerimeterCalc --> PrintPerimeter[/Print Perimeter/] PrintPerimeter --> Stop([Stop]) </pre>	 <pre> when clicked ask "Enter width" and wait set width to answer ask "Enter length" and wait set length to answer set perimeter to 2 * width + length say join "Perimeter = " perimeter for 5 seconds </pre>


PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Stance	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
Triple threat position	When holding the ball, always be ready to pass, shoot or dribble.
Jump stop	Land on two feet when you catch the ball from a pass or at the end of a dribble.
Pivot	Turn on the ball of one foot when holding the ball to face a different direction.
Chest pass	Pass the ball in a straight line from your chest to your teammate's chest.
Bounce pass	Push the ball towards the floor so that it bounces up into your teammate's hands.
Travel	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
Double dribble	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 co-ordination 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: stance, footwork, passing shooting and dribbling.</p> <p>You will learn to play the game using some of the major rules such as: travel, double dribble, out of bounds. You will learn how to start the game with a 'tip-off' and how to re-start the game after an infringement or after a basket is scored: endline ball/sideline ball.</p> <p>You will also learn how to play the game by following the Top Tips for being a Good Basketball Player. How many of these can you remember?</p>
 <p>holding the ball</p>


PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip (handshake grip)	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.
Stance	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
Service/serve	To start the rally, hit the ball so that it bounces on both sides of the net.
Rally	Playing the ball back and forth with your partner/opponent.
Backhand push	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
Forehand push/drive	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 game of singles 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 serve the ball to start a rally, 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 rules of the game can you remember?</p> <p>← The handshake grip</p>

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Routine/sequence	A series of gymnastic movements and skills performed in a flowing given order.
Tension/Extension /Control	The 3 fundamental skills required to hold an aesthetically pleasing balance.
Travel/Transitional Movements	A gymnastic movement through space from one area to another.
Balance	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
Jump	Performing gymnastic shapes and movements in the air.
Roll	A form of gymnastic travel, pivoting around the centre of mass.
Flow	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 aesthetically pleasing to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (tension, extension and control) 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 hop, jump, slide, crawl, twist, roll.</p> <p>You should be able to perform a simple individual sequence, demonstrating knowledge of or use of the key vocabulary</p> <p>Sequences should incorporate flow between different gymnastic skills and movements.</p> <p>SLD (speed, level and direction) changes should be used to enhance sequences.</p>
 <p>start and finish position</p>

PE: Netball

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

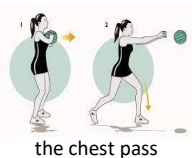
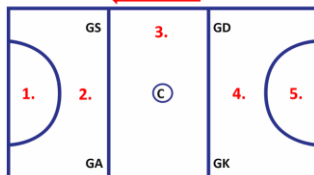
Section 2: New Knowledge/Skills

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.



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
Grip	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
Stance	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
Dribble	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
Block tackle	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
Push pass	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
Reverse stick	Turn that stick over to make sure you always use the flat side of the stick.
Self pass rule	Remember that you can dribble the ball to yourself when restraining the game.
Shooting circle	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
Technique	The way you perform something in sport.
Stroke	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
Water confidence	The ability to perform a variety of skills in the water.
Push and glide	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
Streamlined	Keeping the body in a position - straight and narrow - which reduces water resistance.
Personal survival	Skills which may help a person survive in a dangerous situation.
Treading water	Staying afloat in the same place with minimum effort.
Water polo	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
Carry (grip)	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
Passing	Send the ball to a teammate using a two-handed swinging action across the body.
Running with the ball	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
Try	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
Support	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
Passing	Sending the ball to another player.
Receive	Collecting the ball from another player.
Control	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
Dribble	Moving with the ball at your feet.
Turn	Changing direction with the ball.
Signalling	Pointing or indicating to other players to give them useful information.
Possession	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 steady pace for a long period of time. We will set a target time and understand what a personal best 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
Analysis	Studying an artwork to understand how it was made and its creator's intentions.
Medium (plural: media)	The materials used to make art, e.g. pencil on paper, oils on canvas
Post-impressionism	A French artistic movement that followed impressionism, roughly spanning 1886-1905.
Rhinoceros	A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.
Technique	The particular skill or set of skills used to produce an effect.
Woodcut	A relief printing technique in which a design is cut into a flat wooden block.

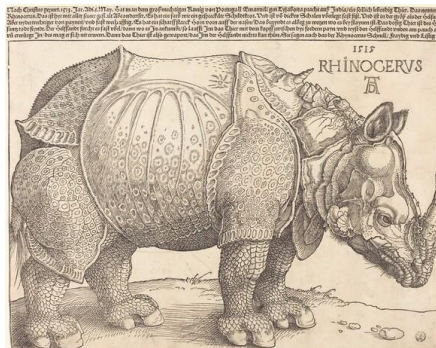
Section 2: Dürer's Rhinoceros

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



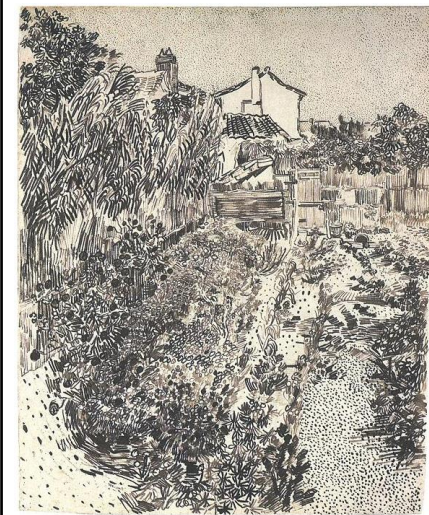
Looking closer

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

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

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.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Albrecht Dürer	A German painter and printmaker, 1471-1528
Reed pen	A writing and drawing tool made from a shaped section of reed.
Stroke	A single movement of a pencil or other tool that makes a single mark.
Texture	How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.
Tone	How light or dark a part of an artwork is.
Tonal range	A continuous range of tones from the lightest to darkest value.
Vincent Van Gogh	A Dutch post-impressionist painter, 1853-1890

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

Section 2: New Knowledge/Skills
<p>ARTISTS:</p> <p>Henri Matisse Andre Derain Claude Monet Berthe Morisot</p> <p>Fauvism</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. 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. When used side by side in a painting, they make each other look brighter. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.</p> <p>Impressionism</p> <p>A term applied to a group of artists, initially in France, working in the 1860s onwards. 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). This group of artists included Monet, Renoir, Degas and Berthe Morisot. 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>Primary colours:</p> <p>Red Yellow Blue</p> <p>Secondary colours:</p> <p>YELLOW mixed with RED to make ORANGE RED mixed with BLUE to make PURPLE BLUE mixed with YELLOW to make GREEN</p> <p>Tertiary colours:</p> <p>A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in orange-red</p> <p>Complementary colours:</p> <p>Red – Green Yellow – Purple Blue - Orange</p> <p>Harmonious colours</p> <p>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</p> <p>Tint</p> <p>A colour mixed with white. E.g. Orange mixed with white.</p> <p>Shade</p> <p>A colour mixed with black. E.g. Blue mixed with black</p> <p>Tone</p> <p>A colour mixed with grey. E.g. Red mixed with grey.</p> <p>Artists use tints, shades and tones when mixing colours.</p>

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



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

Complementary colours:

Red – Green

Yellow – Purple

Blue - Orange

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**

Theatre Production	The planning, rehearsal and presentation of a work to an audience at a particular set time.
Stage Set	Representation consisting of scenery and other properties used to identify location of a dramatic production.
Stage Design	The creation and choreography of scenery and properties in a particular production.
Costume	The clothes designed to be worn within a performance to say something about the character and the production.
Performance Convention	Rules that exist in the Theatre
Fourth Wall	The Fourth Wall is a Performance Convention. The Audience can see through the 4th Wall and watch the performance. The actors can not see through the wall and act as if the Audience were not there.
Breaking the Fourth Wall	When Actors acknowledge the Audience within the Performance.

Tier 2 vocabulary**Definition**

Character	The person created in a play or novel.
Analysis	Detailed examination of the elements or structure.
Evaluation	The making of a judgement about the value of something.

Section 2: New Knowledge/Skills

Continuing our study of 'The Woman in Black'

We are lucky at Belper School to have access to Streaming National Theatre Live and we watch and write about the fantastic performance of "Peter Pan". The original and famous play called "Peter Pan" is by J M Barry. We will use this opportunity to watch theatre to develop our skills around the evaluation and analysis of productions. The original play explores games of imagination and childhood.

It is very important to have the experience of good theatre, and we use this outstanding example to continue to look at why actors, designers and directors make the decisions they do.

Reasons we take you on Theatre Visits and Watch Live Theatre .

- 1) The magic... Theatre can transport the audience into a different world.
- 2) Theatre reflects our world NOW... The performance is a product of the time it is created.
- 3) A Teams' Creation... You can see a vast team of individuals working together to create this piece of Cultural Art.
- 4) A Brain Work Out... Great theatre can get you to think and/or feel as you engage with it.
- 5) Also; the production is fun, playful energetic and explores that place between being a child and a grown up.

Section 3**Tips for your Assessment**

The National Theatre performance of 'Peter Pan' plays with the concepts of "Fairy Dust" and "Magic String". We also hear about "Happy Thoughts". The actors refer to these things, but the audience can see the actual mechanics of flying in this production, a system of a harness and a counter balance. The performance invites the audience to **play** along with them in pretending that the characters can fly. This is the magic of this performance. The director knows that a modern audience will not believe that Peter can fly, so instead you are invited to be a part of the pretending, and in this way you are drawn into the magic.

We see this again when Nana the Nanny, who is a dog, comes wondering in. The comedy is around the Male actor pretending to be a St. Bernard dressed as a Victorian Nanny in white lace and frills. The audience can also understand when the character, Nana, speaks, and yet everyone on the stage can't. This creates humour and again invites the audience to be a part of the game and comedy.

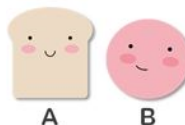
The Director continues to intrigue the audience through Multi-role. Many of the actors play more than one character. The audience can see they are different characters through strong costume design. The actors also use very different actions, body language, facial gestures and voices for each part. It is fun to spot the actors in different roles and at times it creates comedy. The Multi-role reminds us this is a play and we are all pretending it is real and yet seem to lose none of the magic of "Peter Pan"

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part
Melody	The main theme or tune of the music
Pitch	How high or low the note is
Ostinato	A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.
Binary Form	A piece of music in two sections. AB
Ternary Form	A piece of music in three sections, where the first sections returns at the end. ABA
Rondo Form	A piece of music which has a recurring melody, which comes between contrasting sections

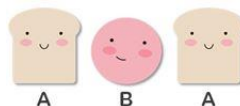
Tier 2 vocabulary	Definition
Contrast	To be different especially in a way that is very obvious
Timing	The ability to synchronise with another person
Form/ Structure	How a piece of music is organised into different sections of parts
Call and Response	Two short sections within a melody line where one phrase is answered by another

Section 2: New Knowledge/Skills

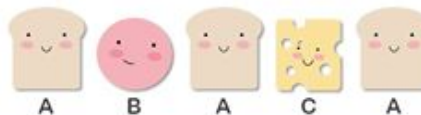
Binary Form (AB) describes music in two sections. The first section can be labelled "A" and the second section "B" (either or both sections may be repeated). The "B" section **contrasts** musically in some way to the first "A" section.



Ternary Form (ABA) describes music in three sections. The first section can be labelled "A" and the second section "B". The "B" section **contrasts** in some way to the first "A" section which is then **repeated** after the "B" section again.



Rondo Form (ABACADA...) describes music where a main **theme** or **melody** "A" keeps returning between different contrasting sections "B, C, D..." (called **episodes**)



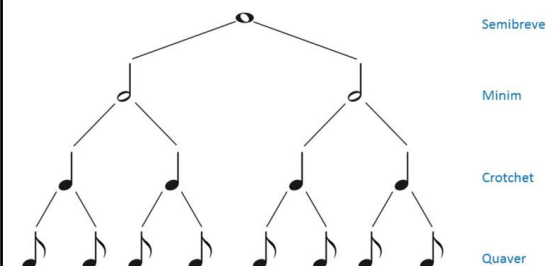
Section 3

Call and Response describes music which has a question phrase, the call, which is then followed by the answer phrase, the response. This acts as a musical conversation.

Staff Notation



Rhythm Notation



Binary Form Example:

Ternary Form Example:

Rond Form Example:



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Dietary Fibre	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
Carbohydrate	Found in pasta, rice and potatoes - it gives us energy
Protein	Found in beans, nuts, lentils, meat, fish, eggs & dairy products - it helps us grow
Vitamins	Help to prevent illness
Minerals	E.g. Calcium / Iron - help maintain body processes
Energy balance	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
Traffic light labelling	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
Perishable	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly
Tier 2 vocabulary	Definition
Fats	Needed for energy found in margarine, butter, oil.
Vegetarian	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
Preservation	Making something last longer (extending its shelf life).
Modifying	Changing / altering
Descending order	Most to least e.g. ingredients on a food label

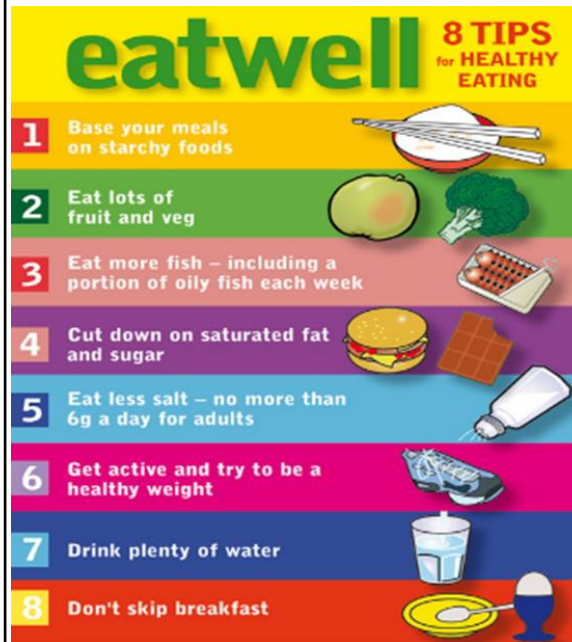
Section 2: New Knowledge/Skills

5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.

Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day



Diet related health issues

By choosing to eat the wrong balance of foods we increase our risk of some of the following health issues:

- Heart disease
- Stroke
- Diabetes Type 2
- Tooth Decay
- Cancer

Section 3:

Preservation

Food can be preserved in different ways. This means that it will keep for longer without spoiling or causing food poisoning. Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.

Use by dates should always be followed as they are found on perishable foods which can cause food poisoning.

Best before dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

Homework 1

Revision for Assessed task. Read the information on both of the Y7 Food Tech Knowledge Organisers to help remind you of the Eatwell guide, nutrients and healthy eating ready for your assessment.

Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.
Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod



of an adult's Reference Intake.
Typical values per 100g: Energy 1031kJ/247kcal

Analyse the traffic light labels provided above.

Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Block Print	A method of printing textiles by stamping ink-dipped blocks—usually made from wood or linoleum—onto fabric
Applique	Means applying (sewing or bonding) one piece of fabric to another – usually shapes or designs on top of a fabric background
Bondaweb	Is a soft adhesive mesh with a transfer paper backing . Makes bonding (or sticking) two fabrics together quick & easy.
Calico	Calico fabric is a plain-woven textile , made from half-processed and unbleached cotton fibres.
Woven	A Woven fabric is any textile formed by weaving . Woven fabrics are often created on a loom
Loom	A loom is a machine or device for weaving thread or yarn into textiles . Looms can range in size from very small hand-held frames, to large free-standing looms
Warp	The warp is the set of yarns that run lengthwise (up & down) on a loom
Weft	Weft threads are the horizontal threads that are interlaced (in & out) through the warp

Tier 2 vocabulary Definition

Template	A paper or cardboard shape which can be traced onto fabric prior to cutting out. Templates are used when making garments in the fashion industry
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Section 2: Skills

Applique

You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design.

We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together.

To use the bondaweb:

1. Firstly cut the shape you want to make from it.
2. Next iron the shape onto the **REVERSE** of the fabric.
3. Cut out the fabric shape using the outside of the Bondaweb as a guide.
4. Peel the paper from the back of the bondaweb
5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down.
6. Place a paper towel over the top of your work
7. Iron in place for 10 swirls
8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.

Block Printing

Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.



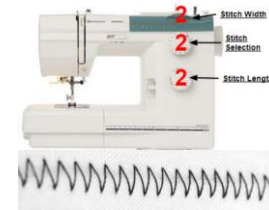
Manufacturing Steps

1. Mark out the seam allowances on the calico fabric.
2. Use bondaweb to applique the design to the front of the bag.
3. Sew around the applique design.
4. Make the block print
5. Use the block print to make a repeat pattern on the back of the bag
6. Iron the fabric paint when it is dry to fix it into the fabric
7. Fold the bag together **INSIDE OUT**
8. Sew along the seam allowance lines down each side, in straight stitch and zig zag.
9. Fold the top of the bag over twice and sew in place.
10. Make the straps
11. Sew the straps to the top of the bag

Section 3: Knowledge

Zig Zag

A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.



It is also useful to neaten the edges of a woven fabric and stop it from fraying.

Fabric Crayons

Fabric crayons are an easy way to add more detail to a fabric design.

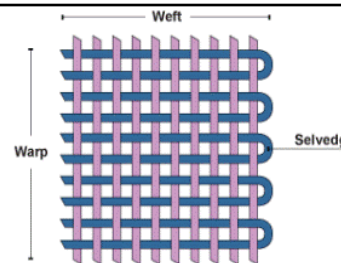
They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc.

You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.

Weaving

The cotton calico fabric you are using for your bag is woven on a loom.

This diagram shows you the key parts of the fabric.



It is easy to remember that the **WEFT** goes from **LEFT** to **RIGHT** if you think of **WEFT=LEFT**

Homework Tasks

Task One: Copy the diagram of the **WEAVING**, label the Warp and Weft. Challenge: can you research the **BIAS** and mark onto your diagram where that would be?

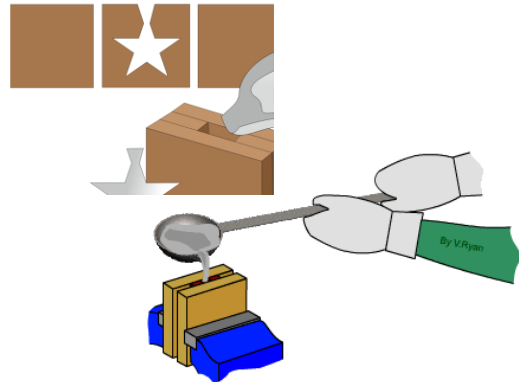

Task Two: The settings for a basic zig zag stitch are shown above. Can you predict what would happen the stitch if you adjusted the dials?

1. Draw what you think the shape of the zig zag would be if I changed the Width to 5
2. Draw what you think the shape of the zig zag would be if I changed the width to zero.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Casting	An object made by pouring molten metal or other material into a mould.
Pewter	An Alloy metal that is mostly made of tin and then mixed with other metals such as copper.
CAD	Computer Aided Design. Using computers to design a product.
CAM	Computer Aided Manufacture. Using a computer to control the machine making a product.
Abrasive	A surface that causes damage or wear by rubbing.
Coping Saw	A handsaw with a thin blade that is attached to the handle by a U-shaped frame, used for cutting curved shapes into wood.
Wet and Dry	Wet and dry paper is a type of sandpaper with a coating of abrasive material. Wet and dry can be used wet with water as well as dry for the purpose of polishing.
File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking, and other material types.
Laser Cutter	Laser cutting is a technology that uses a laser to vaporize materials, resulting in a cut edge. It can also be used to engrave and rasterise.
Die Mould	A mould create with a hollow centre used in the casting process. (See casting definition).
Acrylic	A petroleum based plastic material with outstanding strength, stiffness and variety of thicknesses and colours
Pillar Drill	An electrical drill that can be used to drill holes into a variety of different materials.

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

Section 3: New Knowledge/Skills	
New Skill/ Knowledge	I have demonstrated this:
Explain the casting process	
Research existing product	
Develop ideas and design for a customer	
Learn how to use 2D design software Basic Tool	
Learn how to use 2D design software Text Tool	
Learn how to use 2D design software Contour Tool	
Use a pillar drill to drill a hole in you keyring or scrap metal.	
Use a coping saw to remove the spout	
Use a file to remove remainder of spout	
Use wet and dry paper	
Explain the difference between engraving and cutting on the laser cutter	
Identify the different between Acrylic and Pewter	
Evaluate	

Section 4: Homework tasks
<p>Homework 1:</p> <p>Complete Homework Challenge 1 in your booklets: Page 6 This homework should help you to generate some ideas for your keyring and be able to see the variety of different keyrings that can be made. Make sure you answer all of the questions and include a picture for each different Keyring. When you are describing each design, make sure you describe it fully (imagine the picture is not there).</p> <p>Homework 2;</p> <p>Complete Homework Challenge 2 in your booklets: Page 11. Demonstrate your understanding of all of the skills that you have learnt .</p>



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Psychological resilience –	a person's ability to adapt to stressful situations and tough times.
Needs	things we can't live without, meaning we will die if we don't have them.
Wants	things which we would like, or would make life easier, but we don't have to have in order to survive.
Maslow's Hierarchy	A diagram which orders the things we need and want into different categories in order of importance.
Debt	a sum of money that is <u>owed</u> or due
Loan	a thing that is <u>borrowed</u> , especially a sum of money that is expected to be paid back with interest.

Tier 3 vocabulary

Tier 3 vocabulary	Definition
Percentage	a rate, number, or amount in each hundred.
Interest	money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.

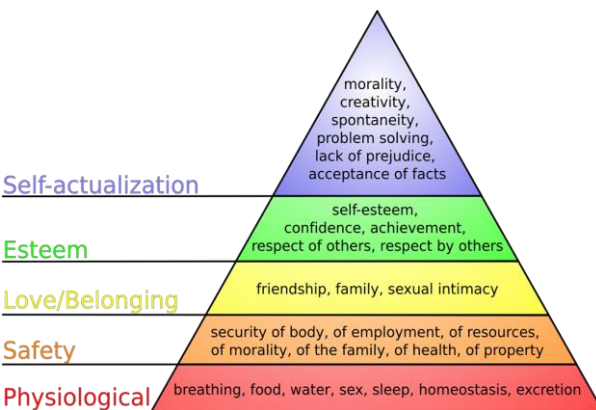
Section 2:

Ways to improve our psychological resilience.

Keep Laughing. Hold on to your sense of humour even when times are tough. Laughter relieves stress and helps you keep things in perspective.

Be Optimistic. A positive, hopeful outlook will make you much more resilient.

Remember the advice for good mental health – eat well, exercise, sleep well and everything in moderation!



Section 3:

Interest rates

The cost of borrowing. The reward for saving

Eg interest rate of 5% pa (**per annum**):

borrow £100

pay back £100 x 105% one year later

Save £100

One year later savings are worth £100 x 105%
=£100 x 1.05

Jane takes out a one year loan of £1000

Interest rate = 7% per annum

How much does she pay back?

Fred puts his retained profit of £500 in a savings account

Interest rate = 1% per annum

How much are his savings worth after a year?

Jane borrows £500 for six months at an interest rate of 4% per annum. How much does she pay back?

Kwan's two year loan has an interest rate of 8% per annum. How much interest does he have to pay on a loan of £10,000?

Dilesh's savings of £5,000 are in a savings account which pays 2% per annum. What are her savings worth at the end of a year?

Extra – Curricular Timetable

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

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



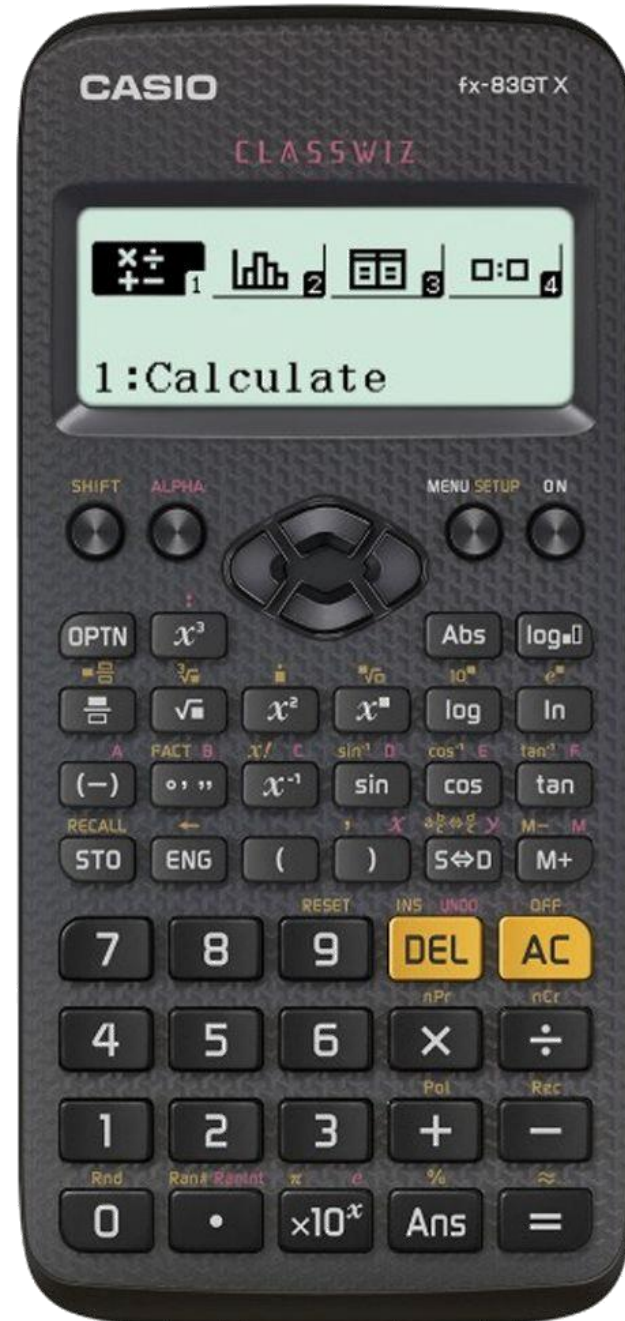
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

