

Knowledge Organiser

Year 7 Spring 1 2024

Create Your Future

This half term's front cover quote was suggested by Ruby Watson in 8SRS

Be resilient:

“Knowledge will not be acquired without pains and application. It is troublesome and deep, digging for pure waters; but when once you come to the spring, they rise up and meet you.”

Tom Felton

English Actor, best known for playing Draco Malfoy in the film adaptations of Harry Potter

Name:

Tutor Group:

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Science, PE 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.

In Class Expectations



Out of Class Expectations

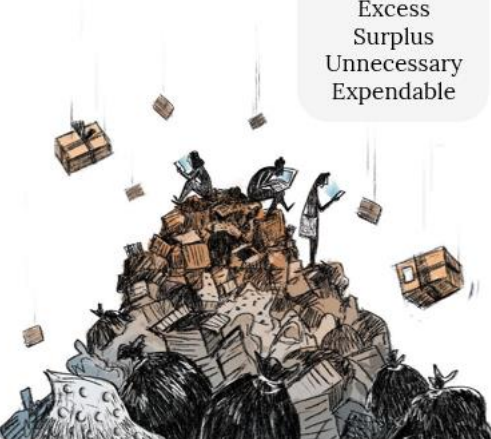


Words of the Fortnight

Superfluous

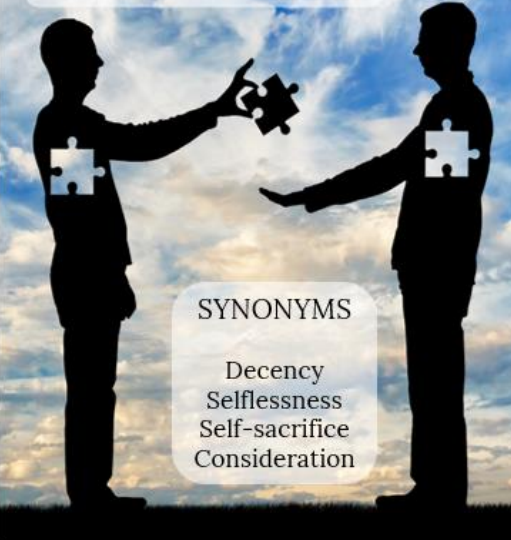
SYNONYMS

- Excess
- Surplus
- Unnecessary
- Expendable



ADJECTIVE: unnecessary, especially through being more than enough.

Altruism



SYNONYMS

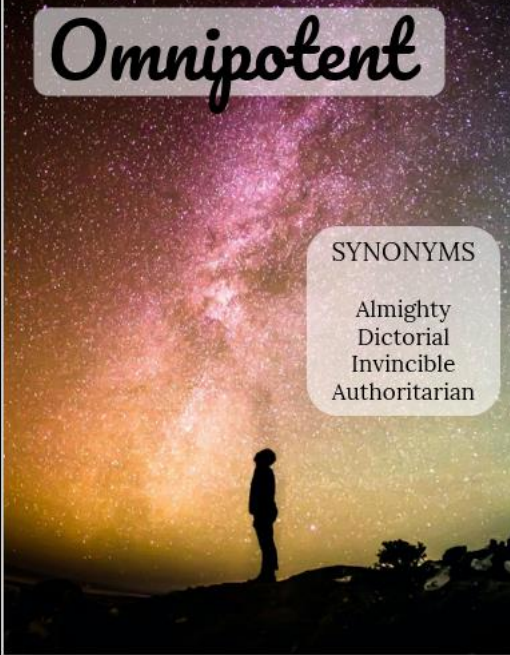
- Decency
- Selflessness
- Self-sacrifice
- Consideration

NOUN: promote someone else's welfare, even at a risk or cost to ourselves.

Omnipotent

SYNONYMS

- Almighty
- Dictatorial
- Invincible
- Authoritarian



ADJECTIVE: having great power and influence.

Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.



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

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	Specifics 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

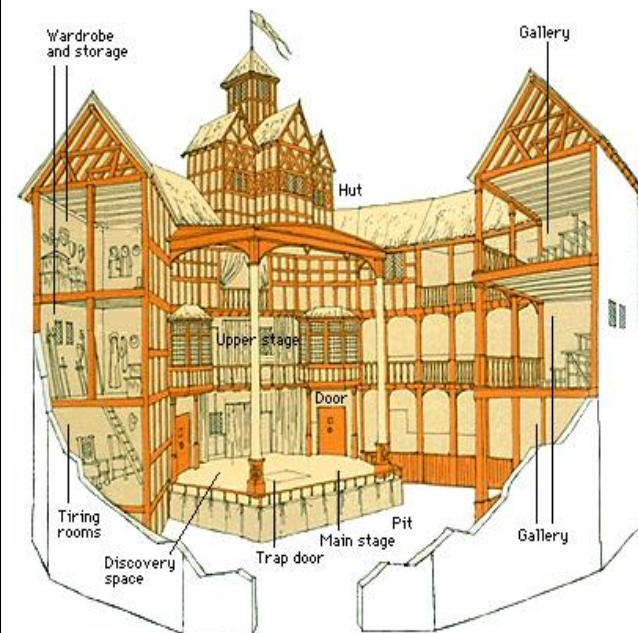
Horrible Histories – Writing Strategies:

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
Stanza	A group of lines forming the structure of a poem; a verse, a paragraph.
Rhyme Scheme	The ordered pattern of rhymes at the end of the lines in a poem.
Sibilance	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
Simile	A comparison of two things using the words 'like' or 'as'.
Metaphor	A comparison of two things that states one thing is another.


Tier 2 vocabulary	Definition
Imagery	Visually descriptive language that you can image in your mind.
Alliteration	Words in a sentence that begin with the same letter or sound.
Suggests	Use in a CPEA paragraph in the 'A' section. To mention as a possibility.
Highlights	Use in a CPEA paragraph in the 'A' section. To draw special attention to.
Infers	Use in a CPEA paragraph in the 'A' section. To conclude something from evidence and reasoning.

Section 2:		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	This suggests... This implies...
T	Think - intention (why)? And Impact (What)?	The writer's intention is to... This evokes a sense of...



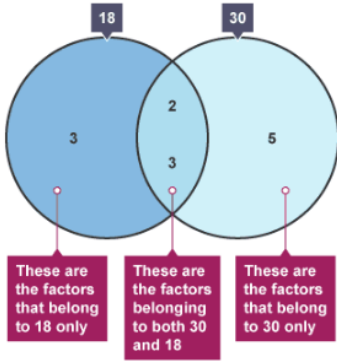
	Use these sentences starters to strengthen your CPEA
Point	The poet describes... The poet presents... The poet uses imagery to presents...
Evidence	This is clearly shown in the quote... This can be exemplified through the quote...
Analysis	This shows... This suggests... The use of the simile highlights...

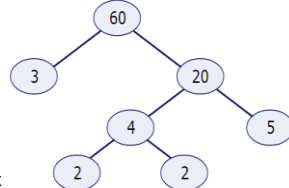

Section 3: Poem Structures	
<p>Kenning Poems: A kenning poem is a special type of poem that describes an object or a creature without ever using its name. They are made up of a noun (object) + noun or a noun + verb (action word).</p>	
<p>Animal worrier Night mover Meat eater Paw licker Prey hunter Woods dweller Moon howler</p>	
By Ryan Year 4	WOLF

Acrostic Poem:	
<p>An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet.</p>	
<p>Winds stiff and cold nip at my nose. Icicles hang from rooftops and sparkle like jewels. Nightfall comes early and darkens the world. Trees bare and still wear coats of white snow. Eager children grab sleds and run up steep hills. Resting animals hibernate until spring breezes blow.</p>	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Cube root	The opposite of cubing a number
Exponent	Also known as 'index' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Highest common factor (HCF)	The greatest factor that will divide into two or more numbers
Lowest common multiple (LCM)	The smallest number that two or more numbers share - the first multiple that they both have in common
Prime factor decomposition	The process of breaking a number down into its prime factors
Square root	The opposite of squaring a number
Venn diagram	A diagram made of circles that shows the relationship between groups of different things
Prime number	A prime number is a number with exactly two factors, 1 and itself
Factor	An integer that divides exactly into a whole number without a remainder The factors of 20 are 1, 2, 4, 5, 10, 20

Tier 2 vocabulary	Definition
Multiple	numbers that can be divided by other numbers The multiples of 3 are 3, 6, 9, 12, ...
Integer	A whole number
Square	When we square a number, we multiply it by itself. The term comes from the method of calculating the area of a square of known side-length.
Cube	number multiplied by itself twice
Product	The result after a multiplication

Section 2: Knowledge/new skills	
Square numbers $1^2 = 1 \times 1 = 1$ $6^2 =$ $11^2 =$ $2^2 = 2 \times 2 = 4$ $7^2 =$ $12^2 =$ $3^2 = 3 \times 3 = 9$ $8^2 =$ $13^2 =$ $4^2 = 4 \times 4 =$ $9^2 =$ $14^2 =$ $5^2 = 5 \times =$ $10^2 =$ $15^2 =$	
Square roots $\sqrt{1} = 1$ $\sqrt{196} =$ $\sqrt{64} =$ $\sqrt{4} = 2$ $\sqrt{25} =$ $\sqrt{9} =$ $\sqrt{16} = 4$ $\sqrt{225} =$ $\sqrt{16} =$	
Cube numbers Cube roots $1^3 = 1 \times 1 \times 1 = 1$ $\sqrt[3]{1} =$ $2^3 = 2 \times 2 \times 2 = 8$ $\sqrt[3]{8} = 2$ $3^3 = 3 \times 3 \times 3 = 27$ $\sqrt[3]{27} = 3$ $4^3 =$ $\sqrt[3]{64} = 4$ $5^3 =$ $\sqrt[3]{125} =$	
Prime numbers 2, 3, 5, 7, 11, These numbers are prime as they can only be divided by 1 and themselves. 6 is not prime as you can divide it by 1, 2, 3 and 6.	
Finding the HCF and LCM Example – find the LCM and HCF of 18 and 30 Write the numbers as product of their prime factors $18 = 2 \times 3 \times 3 = 2 \times 3^2$ $30 = 2 \times 3 \times 5$	
	
LCM is simply a matter of multiplying all the numbers in the Venn diagram together: $LCM = 3 \times 2 \times 3 \times 5 = 90$ To find the HCF we multiply the numbers in the overlapping quadrant together: $HCF = 2 \times 3 = 6$	

Section 2: Continued
Prime factor decomposition  $60 = 2 \times 2 \times 2 \times 3 \times 5$ In index form $2^2 \times 3 \times 5$
Using your calculator Square button Cube button Square root button  To cube root press shift then the square root button

Section 3: Problem solving tasks
Correct the following answers, what mistakes have been made? $6^2 = 12$ $\sqrt{100} = 50$ $\sqrt[3]{15} = 2.46$ (to 2 decimal places)
15 Questions 1. Write down the square root of 196 2. Write down 6 multiples of 8 3. Write down the factors of 100 4. List the first 10 prime numbers 5. Calculate the square root of 2 6. Write down the cube root of 64 7. Write down the squared numbers up to 15^2 8. Write down the factors of 24 9. Write 80 as a product of its prime factors 10. Write 56 as a product of its prime factors 11. Calculate the HCF and LCM of 45 and 60 12. Use your calculator to find 65^2 13. Use your calculator to find the cube root of 658503 14. What answer do you get if you cube root any number then cube it? 15. Calculate the HCF and LCM of 120 and 70

Section 1: Key Vocabulary

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

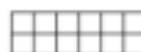
Tier 2 vocabulary Definition

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

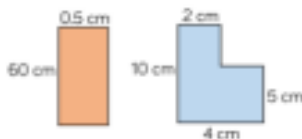
Section 2

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



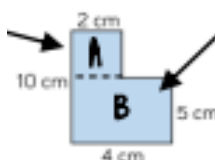
Area

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

Compound Shapes

Area of A

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

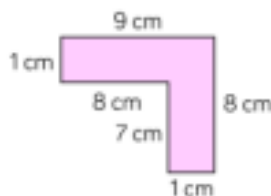


Area of B

$4 \times 5 = 20cm^2$

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

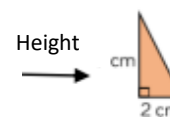


Area can be calculated by counting squares. Often this is an estimation with triangles because not all of the small squares are cut exactly in half.

Notice the relationship between the square and the triangle

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

Right-angled triangle



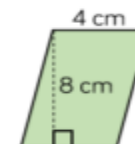
Perpendicular heights

The perpendicular height meets the base at 90°



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

Area of parallelograms

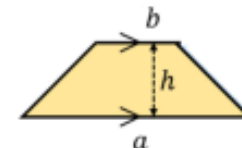


Area
 $8 \times 4 = 32cm^2$

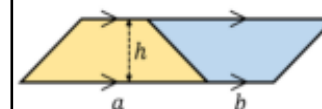
Parallelogram area = base × **perpendicular height**

Area of a trapezium

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



Why?



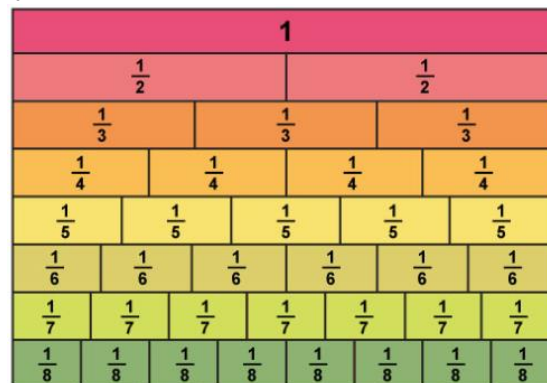
- Two congruent trapezia make a parallelogram
- New length $(a + b) \times \text{height}$
- Divide by 2 to find the area of one trapezium

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
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 <i>above</i> the vinculum, or fraction bar
Denominator	The part of a fraction <i>below</i> 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 $\frac{2}{4} = \frac{1}{2} = 0.5$

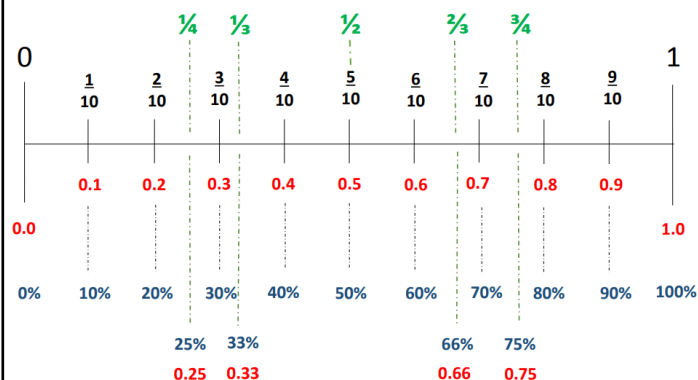
Section 2: Representations

Fraction wall



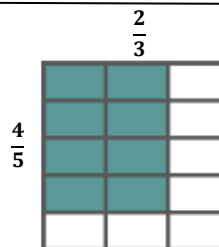
The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

Equivalent fractions, decimals and percentages



Multiplying a fraction by a fraction

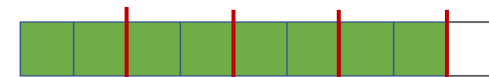
$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$



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

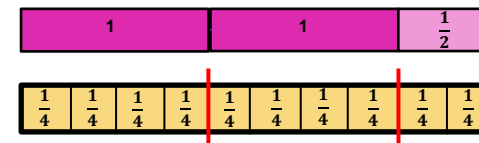
Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$

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

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

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

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
Variable	Something which can change e.g. the volume of a liquid.
Independent variable	The only variable we change in an experiment.
Dependent variable	The variable we measure in an experiment.
Controlled variables	Variables which we keep the same so our experiment is a fair test.
Measuring cylinder	Used to measure volume of liquids.
Beaker	Used to hold liquids e.g. when being heated.
Heat proof mat	Used to protect the desk from hot objects.
Tier 2 vocabulary	Definition
Experiment	Carrying out practical work to test an idea and collect observations and results.
Observations	Things that we can see or measure in an experiment e.g. a colour change or the temperature of a liquid.
Hazard	Something which could harm us e.g. hot objects.
Safety precaution	Something we do to stay safe while working in a Science classroom.

Section 2: New knowledge / skills
Laboratory Rules <ol style="list-style-type: none"> Only enter a lab when told to do so by your teacher. No eating or drinking. Listen to and follow instructions. Keep your bench and floor area clear. Wear eye protection when told to do so. When using naked flames tie hair back, remove any outside coats. Always stand up when carrying out practical work and keep chairs tucked under benches. Tidy up after experiments and ensure you wash hands carefully and never put harmful chemicals or waste solids in the sink. Don't be too loud. If you are unsure - ASK your teacher. <p>What would you do in these situations?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>A piece of equipment breaks.</p> </div> <div style="text-align: center;">  <p>A liquid has been spilled on the desk.</p> </div> <div style="text-align: center;">  <p>A student is not wearing their safety glasses when the teacher has told them to.</p> </div> </div>

Section 3: Separation techniques	
Name of equipment	Diagram
Beaker	
Test tube	
Tripod	
Gauze	
Filter funnel with filter paper	
Questions <ol style="list-style-type: none"> What is each piece of equipment in the table above used for? Explain how to set up and light a Bunsen Burner safely. What is the safety flame when using a Bunsen Burner? Which colour flame do we use when heating things? Explain your answer. What should you do if you accidentally spill something or break something during a science practical? 	

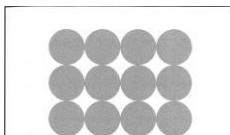
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Property	The way a substance behaves
Evaporation	The change of state from a liquid to a gas
Boiling point	The temperature at which a substance boils
Melting point	The temperature at which a substance melts
Classifying	Separating materials into groups based on their properties
Soluble	A material which can dissolve in a liquid
Insoluble	A material which cannot dissolve
Filtration	Separates an insoluble solid from a mixture
Crystallising	Separates a soluble solid from a solution.
Chromatography	Separating mixtures of soluble substances from a solution.

Tier 2 vocabulary	Definition
Melting	The change of state from solid to liquid
Boiling	The change of state from liquid to gas that occurs when bubbles of the substance form

Section 2: New - Particles and changes of state

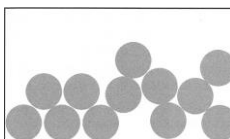
Solids



In a solid the particles are arranged in regular rows.

Solids cannot be compressed and do not flow.

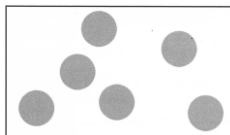
Liquids



In a liquid the particles are arranged randomly.

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

Gases

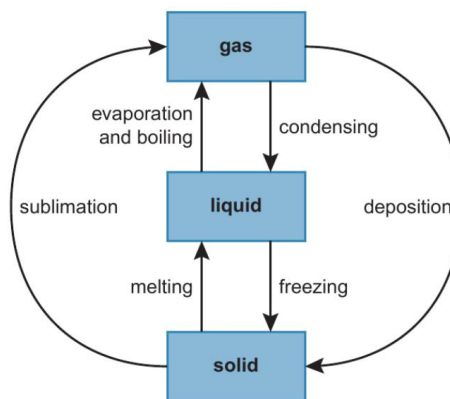


In a gas the particles are arranged randomly with a lot of space between them.

Gases can expand to fill their containers.

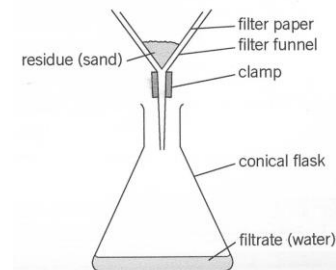
Changes of State

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?

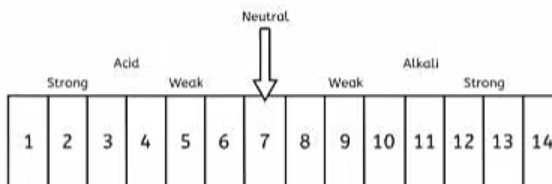
Q5 - Describe how the particles are arranged in a solid, a liquid and a gas.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
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
Nitric acid	A common acid with formula HNO_3
Sulfuric acid	A common acid with formula H_2SO_4
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H_2

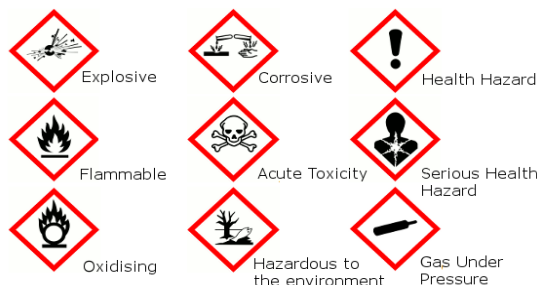
Tier 2 vocabulary	Definition
Neutralisation	A chemical reaction between an acid and an alkali
Hazard	Something that could cause harm
Concentration	A measure of how many particles are dissolved in a solution
Combustion	Scientific word for burning
Neutral	pH7, when a substance is neither an acid or an alkali

Section 2: New Knowledge/Skills

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

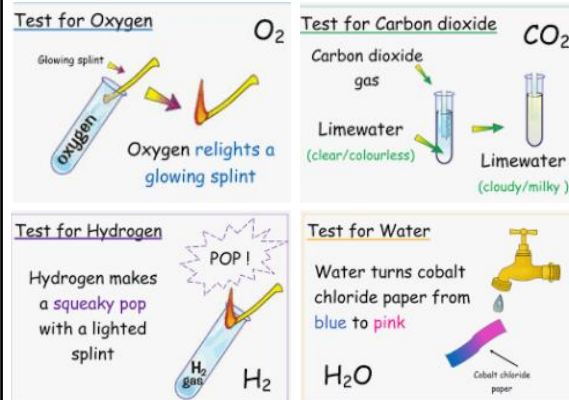
Acid + metal carbonate → salt + water + carbon dioxide

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



Section 3: Other subject specific things

Gas Tests



Signs that a reaction is happening

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

Label the fire triangle



What will happen if one (or more) sides of the triangle are removed? _____

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Resultant force	Single force which can replace all forces acting on an object and have same effect.
Gravitational field strength (g)	The force from gravity on 1 kg (N/kg).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Thrust	Force from an engine or similar
Tension	Force extending or pulling apart.
Static	Non-contact force from charges
Non-contact force	One that acts without direct contact
Field	The area where other objects feel a force.
Magnetic	Material affected by magnetic fields
Electromagnet	Magnet produced by electric current
Tier 2 vocabulary	Definition
Weight	The force of gravity on an object (N).
Mass	The amount of stuff in an object (kg).
Friction	Force opposing motion, caused by the interaction of surfaces moving over one another. Called 'drag' if one is a fluid.
Substitute	Replacing words with numbers or symbols
Independent variable	The variable in an investigation you will change
Dependent variable	The variable in an investigation that you will measure
Control variables	Variables you need to keep the same to make the test fair (accurate)

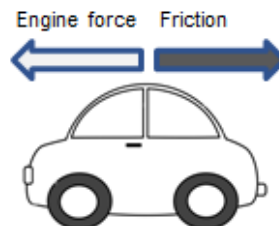
Section 2: New Knowledge

Forces are measured with a **Newton Meter**, in the unit **Newtons (N)**

Forces are represented by arrows, the size and direction of the arrow tells you the size and direction of the force

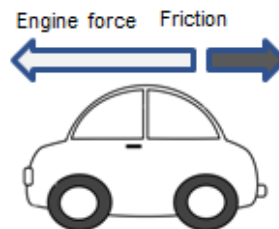
Balanced forces (equal and opposite)

- Stationary
- Constant speed



Unbalanced forces (unequal or different directions)

- Accelerate
- Decelerate
- Change direction



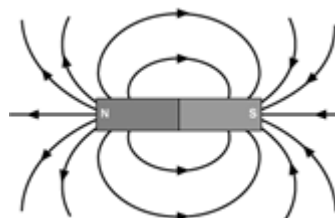
Drag always acts in the opposite direction to which an object is moving. Tries to slow things down.

Streamlining reduces drag, to allow things to move faster.

$$(\text{average}) \text{ speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

Magnetic fields around a bar magnet

Opposite poles **Attract**
Like poles **Repel**



Section 3: Skills

Investigative skills

Variables (Something that could change in an investigation)

- Independent variable** – The one you change/are investigating the effect of
- Dependent variable** – The one you will measure/your results
- Control variables** – The variables you need to keep the same in order to make the experiment accurate (fair test)

Planning (Method writing)

Step-by-step numbered **instructions** on how to complete a practical.

If someone could reasonably ask **HOW** from your method it needs more detail

Always include **Repeats** and **average**!

e.g.
Measure the Distance...

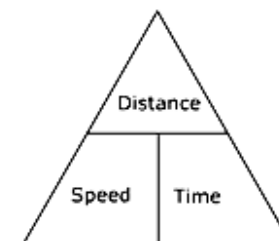
HOW?

...using a tape measure

Maths skills

Rearranging equations

1. **List** what you're given and what you need to find (*check units*)
2. Write an **equation** with these things in
3. **Substitute** numbers or symbols in for the words
4. Put into a **triangle**
5. Use a **calculator** to find answer
6. Write **units**
7. **Check** answer



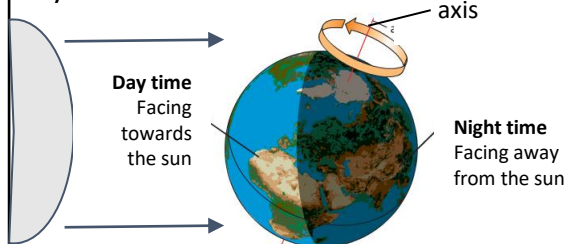
Section 1: Key Vocabulary

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	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
Solar system	A star together with the group of celestial bodies that are held by its attraction and orbit around it
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

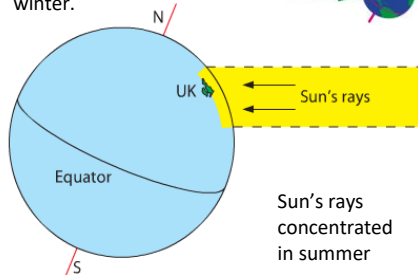
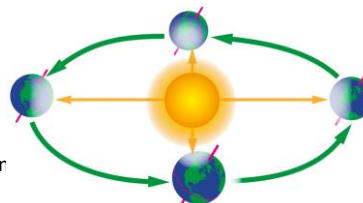
Section 2: New Knowledge

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 you 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

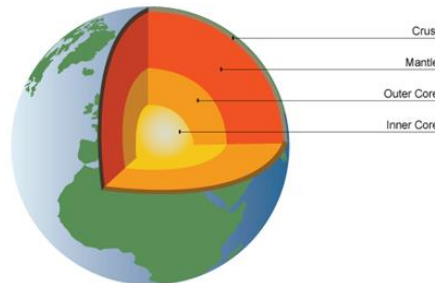
Task

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.

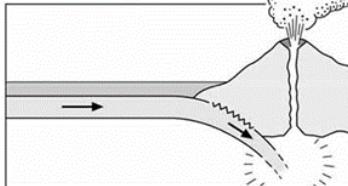
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Collision margin	Two continental plates move towards each other causing the crust to fold upwards to make fold mountains.
Conservative margin	Two plates pass each other and cause earthquakes.
Constructive margin	Two plates that are moving apart, magma rises, cools and new crust is formed.
Composite volcano	Steep sided volcano made up of layers of ash and thick lava.
Destructive margin	Two plates moving together - one is oceanic and one is continental. This destroys crust.
Epicentre	The point on the earth's surface immediately above the focus of an earthquake.
Focus	The point underground where an earthquake starts.
Lava	Molten rock flowing out of the ground.
Magma	Molten rock below the earth's surface.
Shield volcano	A volcano with gentle slopes formed by highly fluid lava.
Seismic waves	The waves of energy created by earthquakes.
Tectonic plates	Large sections of the earth's crust.
Tier 2 vocabulary	Definition
Distribution	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.

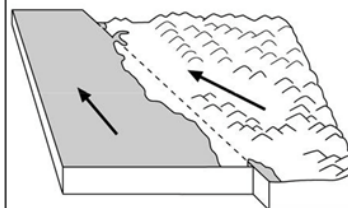
Section 2: New Knowledge



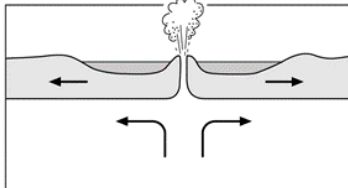
Destructive margin



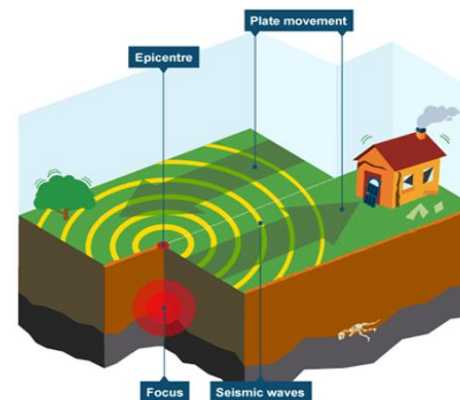
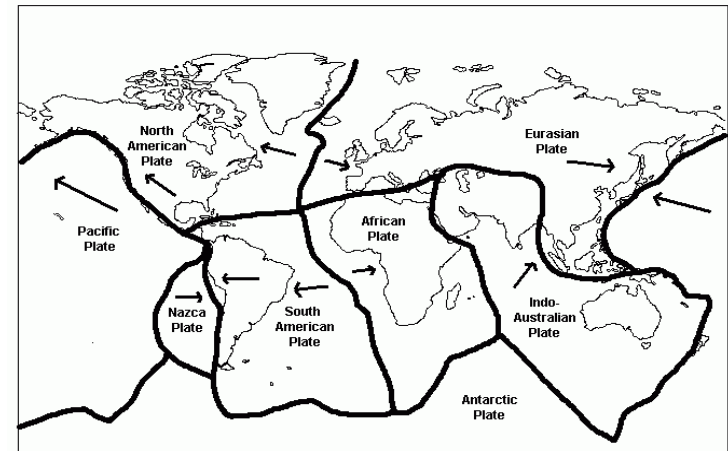
Conservative margin



Constructive margin



Wegener's Theory – also known as continental drift theory. Millions of years ago the continents that we know today were joined together as one super continent known as **Pangaea**. This broke up and the continents moved apart. This was later explained by the tectonic plate theory.



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 the distribution of earthquakes and volcanoes – how they are spread out.

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/Question	
Tier 3 vocabulary	Definition
Noun	naming word e.g le chat
Singular	un chat
Plural	deux chats
Opinions	expressing likes/dislikes
Negation	Saying what you don't do e.g. Je porte <input type="checkbox"/> je ne porte pas
Adjectival agreement	e.g. Elle est petite
Conjugation	Correct verb for the subject
Infinitive	Verb in its original form (e.g. to do/doing)
Subject	The person/thing completing the action
Subject pronoun	e.g. I, you, we etc.

Questions	Translation
1. Quelle heure est-il ?	What time is it?
2. Qu'est-ce que tu penses de tes matières ?	What do you think of your subjects?
3. Tu aimes..?	Do you like...?
4. Pourquoi ?	Why?
5. Qu'est-ce que tu portes ?	What do you wear?
6. Ta journée scolaire est comment ?	What's your school day like?
7. Quel est ton jour préféré ?	What's your favourite day?
8. Qu'est-ce qu'il y a dans ton collège ?	What is there in your school?

Section 2: Grammar

The Present Tense

This tense is used to talk about what is happening now.
There are three groups of regular verbs -er, -ir, and -re verbs.
The most common group is -er verbs.

Formation of regular -er verbs

Take the -er off the infinitive and add the correct endings.

regarder - to watch		
Subject Pronoun	Stem	Ending
je	regard	e*
tu	regard	es*
il/elle/on	regard	e*
nous	regard	ons
vous	regard	ez
ils/elles	regard	ent*

☆ Be careful with pronunciation, * **these endings all sound the same -they are all silent.**

☆ Examples of -er verbs : porter- to wear/wearing, jouer- to play/playing, étudier - to study/studying

☆ **Nous v On.** 'On' is very common in spoken French. 'Nous' is more formal and used for emphasis.

Use/translation of the present tense

☆ These verbs translate into English either as 'I watch' or 'I am watching', etc.

Negatives

To make a verb negative, use **ne...pas** to make a 'sandwich' around the verb. Shorten **ne** to **n'** in front of a vowel sound.

Je **ne** suis **pas** très patient. (I am not very patient.)

Je **n'ai pas** de frères. (I don't have any brothers.)

Adjectives

Most adjectives agree with the noun they are describing: they change their ending depending on whether the noun is masculine, feminine and/or plural.

The most common pattern is to add **-e** in the feminine form and **-s** in the plural.

un pull vert (a green jumper) ☐ une chemise verte (a green shirt) ☐ des baskets vertes (green trainers)

Section 3: WAGOLL

Moi perso, j'aime l'EPS parce que c'est très amusant et le prof est vraiment sympa. Mais, je déteste la technologie car c'est ennuyeux et le prof est sévère. Ma matière préférée est le théâtre parce que c'est créatif. Pour aller au collège, je porte un pantalon noir et une chemise verte avec des baskets blanches. Je pense que c'est confortable et pratique.



D'abord, le jour d'école, je quitte la maison à huit heures et je retrouve mon copain. On arrive au collège à huit heures et demie. À la récré je discute avec mes copains et à midi je mange à la cantine. On finit à trois heures et je rentre à la maison. Le mercredi est mon jour préféré parce que j'ai deux heures de musique et je suis fort en musique, c'est top! Mon collège est assez grand. Il y a 1300 élèves et 100 professeurs. Il y a des courts de tennis mais il n'y a pas de terrains de rugby. Tant pis !

Section 4: À savoir

French schools tend to be **named after famous people**.

Who is **Jeanne d'Arc** from the school in the image above?

Find some other school names and research the person they're named after.



Exclamations

Bon appetit ! Have a good meal.

Bonne chance ! Good luck!

Bon courage ! Hang in there!/You can do it!/Good luck!

Tant pis ! Oh well!/Too bad!

Quelle joie ! What a joy!/What a pleasure!

Quelle horreur ! How horrible!

Quelle chance ! How lucky!

FRENCH Y7 Word list Spring 1 A		
	rose	pink
	jaune	yellow
	rouge	red
	bleu(e)	blue
	noir(e)	black
	gris(e)	grey
	vert(e)	green
	violet(te)	purple
	blanc(he)	white
	orange	orange

FRENCH Y7 Word list Spring 1 B		
	Il est	it is (with time)
	cinq heures	5 o'clock
	cinq heures dix/vingt	10 past five
	cinq heures et quart	quarter past five
	cinq heures et demie	half past five
	cinq heures moins dix	ten to five
	cinq heures moins le quart	quarter to five
	midi	midday
	minuit	midnight
	Quelle heure est-il?	What time is it?

FRENCH Y7 Word list Spring 1 C		
	J'adore	I love
	J'aime beaucoup	I like...a lot
	J'aime assez	I quite like
	Je déteste	I hate
	vraiment	really
	le français	French (subject/language)
	les maths	maths
	parce que	because
	facile	easy
	difficile	difficult

FRENCH Y7 Word list Spring 1 D		
	l'EPS	PE
	le théâtre	drama
	porter	to wear/wearing
	je porte	I wear/I am wearing
	démodé	old-fashioned
	confortable	comfortable
	facile	easy
	ennuyeux	boring
	pratique	practical
	chic	stylish/smart

FRENCH Y7 Word list Spring 1 E		
	ils	they (mpl)
	elles	they (m, m/f pl)
	nous	we
	vous	you (pl)
	à cinq heures	at five o'clock
	d'abord	first of all
	ensuite/ puis	then
	après	afterwards
	je quitte	I leave
	j'arrive à	I arrive at/to
	ils	they (mpl)

FRENCH Y7 Word list Spring 1 F		
	le collège	school
	la maison	house/home (f)
	manger	to eat/eating
	retrouver	to meet up with/meeting up with
	commencer	to start/starting
	rentrer	to return/returning (home)
	la matière	school subject
	le jour	day
	préféré	favourite
	préférer	to prefer

FRENCH Y7 Word list Spring 1 G		
	(Je suis) d'accord	ok (I agree)
	il n'y a pas de	there isn't/aren't any
	combien?	how much/many?
	on	we
	écouter	to listen/listening
	lire	to read/reading
	écrire	to write/writing
	parler	to speak/speaking
	le prof	teacher (m)
	la prof	teacher (f)
	l'élève	pupil (m/f)

REVISION: Scan the QR code to access the word lists on [Quizlet!](#)

Learning these phonic sounds below will help you to pronounce written French more confidently and to recognise and spell words you hear.

Silent final consonant [SFC]

Something that makes French sound different from English is that **some consonants** at the ends of words are silent. This means you don't pronounce them at all!

Phonics:

SFC (silent final consonant)

salut	ans
et	trois

Phonics: **ç**

ça va	français
garçon	leçon

Phonics: **u**

salut	ennuyeux
étudier	juin

Phonics: **e/ eu**

orange	rouge
bleu	heure

Phonics: **qu**

quart	Je quitte
quelle	que

Phonics: **SFE (silent final 'e')**

Je m'appelle	unique
elle	moderne



Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Noun (m/f/n)	A name for a person or object
Gender	German nouns are masculine, feminine or neuter (der die or das)
Conjunction	Words which link together parts of a sentence
Determiner	Words which clarify what a noun refers to e.g this, that
Definite article	Grammar term for the word 'the' (der die or das in German)
Indefinite article	Grammar term for 'a/an' (ein eine einen etc in German)
Intensifier	An adverb which gives emphasis (sehr ziemlich etc)
Nominative case	Term which means the noun is the subject of the sentence
Accusative case	Term to talk about the object of the sentence

Questions Translation

1. Hast du Haustiere ?	Do you have any pets?
2. Beschreib dein Haustier?	Describe your pet?
3. Wer ist in deiner Familie?	Who is in your family?
4. Hast du Geschwister?	Do you have any siblings?
5. Wie sieht <i>deine Schwester</i> aus?	What does <i>your sister</i> look like?
6. Wie siehst du aus?	What do you look like?
7. Wie ist <i>dein Bruder</i> ?	What is <i>your brother</i> like?

Section 2: Grammar

Verb HABEN[to have]	Common plural patterns in German
ich habe I have	+e Hunde, Fische
du hast you have	+n Katzen, Schwestern
er/sie/es/man hat he/she/it has	+ umlaut Brüder, Mütter, Väter
wir haben we have	+ umlaut & e Mäuse
ihr habt you have (pl)	+ nothing Kaninchen
Sie haben you have(pol)	
sie haben they have	

Definite & Indefinite Articles

The words for the/a/an in German are different according to

- 1) the gender of the noun
- 2) whether the noun is the subject or object of the clause

	<i>masc</i>	<i>fem</i>	<i>neut</i>	<i>pl</i>
the subject/nominative	der	die	das	die
the object/accusative	den	die	das	die
a subject/nominative	ein	eine	ein	/
a object/accusative	einen	eine	ein	/

Section 3: WAGOLL & phonics

Ich bin zwölf Jahre alt und am 3. Februar habe ich Geburtstag. Ich habe lange, glatte, blonde Haare und blaue Augen. Ich bin mittelgroß und relativ schlank. Ich bin ziemlich sportlich und auch kreativ, aber musikalisch bin ich nicht. Ich wohne in Hamburg in Deutschland. Ich kann Italienisch sprechen.

Es gibt fünf Personen in meiner Familie; Mama, Papa und meine zwei Geschwister. Mein Bruder heißt Lukas. Er ist sechzehn Jahre alt und nicht sehr freundlich, aber meine Schwester Lea ist ziemlich lustig. Sie hat kurze, hellbraune Haare und sie trägt eine Brille. Lukas ist groß und Lea ist klein.

Wir haben auch zwei Hunde. Max ist klein und schwarz und Moritz ist dick und wirklich frech! Moritz kann laut singen und Max kann sehr gut schwimmen. Meine Katze heißt Lottie. Sie ist manchmal launisch und immer müde. Sie kann sehr lang schlafen.

Gut zu wissen

Nouns

All nouns in German always start with a capital letter.

Negatives

- 1) You can use **nicht** with an adjective

Meine Schwester ist **nicht** lustig.

- 2) Use **keinen/keine/kein** with a noun

Ich habe **keinen** Hund.

GERMAN Y7 Word list Spring A		
	heißen	to be called
	haben	to have
	ich habe	I have
	du hast	you have (inf)
	er/sie hat	he/she has
	man hat	you/one has
	wir haben	we have
	ihr habt	you have (pl.inf)
	Sie haben	you have (pol)
	sie haben	they have

GERMAN Y7 Word list Spring B		
	der Hund	dog
	der Wellensittich	budgie
	die Katze	cat
	das Pferd	horse
	das Kaninchen	rabbit
	das Meerschweinchen	guinea pig
	Mäuse	mice
	Hunde	dogs
	Katzen	cats
	die Haustiere	pets

GERMAN Y7 Word list Spring C		
	der Bruder	brother
	die Schwester	sister
	der Halbbruder	half brother
	die Stiefschwester	step sister
	die Eltern	parents
	die Großeltern	grandparents
	Brüder	brothers
	Schwestern	sisters
	die Familie	family
	die Geschwister	siblings

GERMAN Y7 Word list Spring D		
	und	and
	aber	but
	oder	or
	sehr	very
	ziemlich	quite
	nicht	not
	groß	big/tall
	klein	small/short
	Haare	hair
	Augen	eyes

GERMAN Y7 Word list Spring E		
	die Farbe	colour
	gelb	yellow
	grün	green
	rot	red
	schwarz	black
	weiß	white
	grau	grey
	lila	purple
	hellblau	light blue
	dunkelblau	dark blue

GERMAN Y7 Word list Spring F		
	lockig	curly
	glatt	straight
	wellig	wavy
	kurz	short
	lustig	funny
	freundlich	friendly
	gemein	mean
	kreativ	creative
	sportlich	sporty
	launisch	moody

REVISION: Scan the QR code to access the word lists on Quizlet!
This QR code links to all [the German Y7 QUIZLET sets.](#)




Phonics: w	
wir	wellig
zwei	Wellensittich
Schwester	Geschwister
schwarz	weiß

Phonics: z	
zwei	kurz
schwarz	Katze
zwanzig	zwölf
ziemlich	März

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Hardware	The physical parts of the computer that you can touch.
Software	The programs that allow computer hardware to run.
Peripherals	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.
Motherboard	The main circuit board found in a computer, which connects all the components together so they can communicate.
CPU	The Central Processing Unit carries out all the processing in a computer by completing the fetch-decode-execute cycle.
RAM	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.
Graphics card	An additional component of a computer that plugs directly into the motherboard. It is used to output and display graphics on a screen.
Hard drive	The permanent storage in a computer. There are two main types - magnetic hard drives and solid state drives.
Optical drive	Use a laser to read or write from optical discs such as CDs, DVDs and Blu-Ray discs.
Clock speed	How many fetch-decode-execute cycles a CPU can process per second.
Internet of Things (IoT)	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
Hertz	A unit of speed. Other units include: <ul style="list-style-type: none"> - kilohertz (1000 hertz) - megahertz (1,000 kilohertz) - gigahertz (1,000 megahertz).
Byte	A Unit of storage. Other units of include: <ul style="list-style-type: none"> - bit (8 bits in a byte), - kilobyte (1,000 bytes) - megabyte (1,000 kilobytes) - gigabyte (1,000 megabytes) - terabyte (1,000 Gigabytes) - petabyte (1,000 Terabytes)
Cloud storage	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.	
Primary Storage	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.
Secondary storage	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:	
Optical storage	Uses a laser to write data to and read from a disc.
Magnetic storage	Uses magnetic platters and a write/read head to write to and read from the disk.
Solid state storage	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

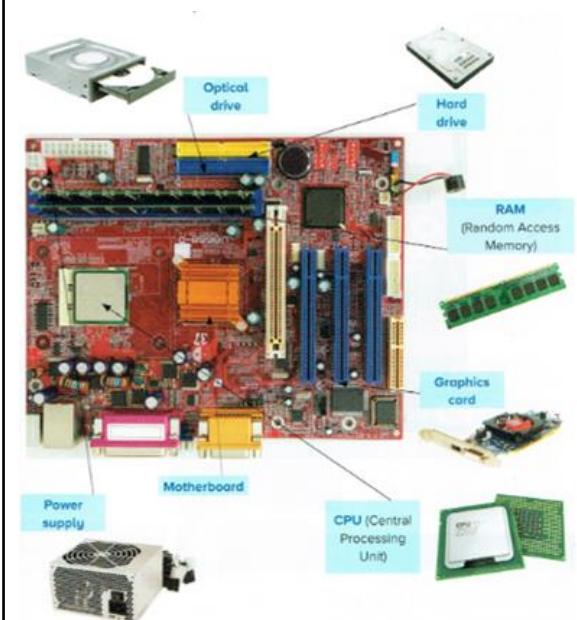
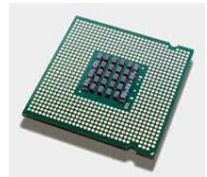
Put the following units of storage in order from 1 (the smallest) to 7 (the largest).

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
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/dive	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.

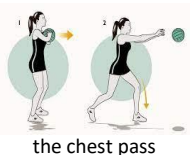
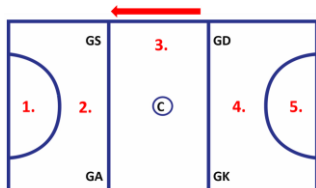
Section 2: New Knowledge/Skills

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.



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
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
Linocut	A relief printing technique in which a design is cut into a flat sheet of linoleum – originally a type of sheet floor covering.
Lithographic	A specialised printing technique that uses the properties of oil and water to create a print.
Sgraffito	An artistic technique which uses scratching into a surface to make marks.
Technique	The particular skill or set of skills used to produce an effect.
Underpainting	Paint applied to a surface that will be subsequently covered by other layers of paint.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Ceramics	Pottery – functional items, like plates, bowls & cups, and also sculpture, made from fired clay.
Collage	An artistic technique that usually involves cutting out and sticking down shaped paper or fabric to form an image.
Illustrator	A person who draws or creates pictures for magazines, books, advertising, etc.
Medium (plural: media)	Material(s) used to make an artwork, e.g. watercolour paint.
Printmaker	An artist using printed media, e.g. linocut.
Surrealism	An early 20 th Century artistic movement, often featuring dreamlike imagery.

Section 2: Paul Klee – Fish

Paul Klee (1879 - 1940) was a Swiss-German artist. His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism.

Among Klee's works is 'Fish Magic' (painted 1925). This painting features colourful fish against a dark and murky background. Klee scratched into the surface of the wet paint to reveal lighter colours underneath. The illustration below shows a detail of the full painting.



bit.ly/fishmagic



Looking closer

Use the link above to view the full Fish Magic painting online. You can zoom in to the image to see the image very close up.

How do you think Klee created the line and texture of the fishes in the painting?

Section 3: Mark Heard

Mark Heard (b. 1974) is a painter and printmaker. Taking his inspiration from the flora and fauna of the British countryside, Mark works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics.



bit.ly/bsadmark



Follow the link above to view some other examples of Mark Heard's work. Look for the different ways that Mark Heard has made marks in his work.

The short video linked below explores further examples of Mark Heard's work. In it he discusses his influences and some of his techniques.

bit.ly/bsadheard



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Thought Tunnel	Student in a tunnel, teacher walks down the TUNNEL everyone says what they are thinking on set topic.
Soundscape	Sounds created in a sequence.
Props	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.
Sound Effects	Sounds made to create atmosphere.
Lighting Effects	Created on stage with torches in the black-out, or using a rig.
Dramatic Tension	Understanding anticipation of something about to happen.
Narration	Section of script that tells the story.
Voice Over	An section of speech, spoken over the action, can be live or pre-recorded

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

Section 2: New Knowledge/Skills
<p>Exploring the use of Dramatic Tension</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>Voice.....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 & Ensemble Voices</i> – <i>Deciding where to put in single actor's speaking and using more than one speaker.</i></p> <p>Silence Actor's make decisions about where to place these using: Pauses Important for building tension Phrasing How the lines a broken up for meaning and effect.</p> <p>Action - Using movement to tell stories and show the relationships between characters using:</p> <p><i>Gesture</i> - 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. <i>Proxemics</i> - the positioning of the actors but also of any set and props used. <i>Levels</i> - 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>Script from 'The Woman in Black'</p> <p>Lighting Effects - 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>Shadows - Playing with torches, or using the rig to create shadows, or highlight specific moments, such as faces.</p> <p>Use of props – 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>Greek Theatre 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 <i>about something or tells a story</i>
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

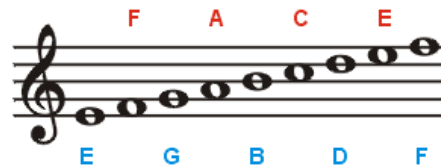
Tier 2 vocabulary	Definition
Repetition	Repeating an idea; playing it more than once
Accompaniment	A musical part that supports another instrument.
Melody	The combination of pitch and rhythm to make a tune
Composition	A creative work. A piece of music, art or poetry.

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

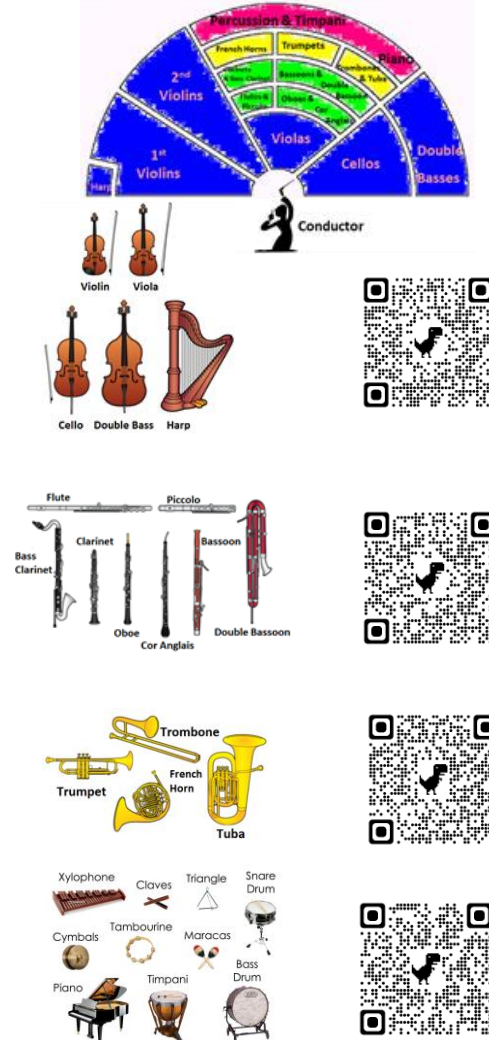
Camille Saint-Saëns
Carnival of the Animals



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*.

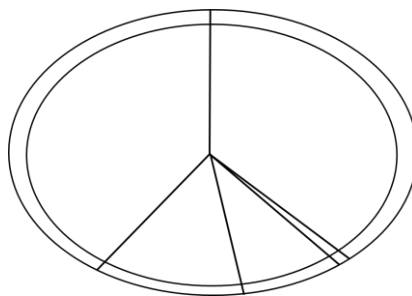
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Claw Grip	A knife hold where the fingers are curled under and not laid flat on the food surface.
Bridge Grip	A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.
Pre-heat	Turning the oven on prior to being needed so it reaches the required temperature.
Simmer	A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).
Rubbing-in method	Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.
All-in-one method	A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.
Seasonal Foods	Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).
Eatwell Guide	A guide which shows the different food groups and the proportions they should be eaten in.
4 Cs	Relate methods used to keep food production safe and hygienic. Cross-Contamination, Cleaning, Cooking and Chilling.
Intensive	A type of farming used to produce a large amount of food.
Organic	A type of farming used to produce food which avoids the use of chemicals and pesticides.
Carbohydrates	A nutrient we obtain from our food which provides energy.
Tier 2 vocabulary	Definition
5-A-Day	A Government scheme to encourage eating more fruit and vegetables.
Safety	Working in a way to avoid injury or danger.
Hygiene	Working in a clean and organised manner.
First-Aid	Basic assistance given for minor injuries.
Peeling / Chopping / Slicing	Methods of preparing some fruit and vegetables.
Equipment	The necessary items for a particular purpose
Measuring / weighing	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:

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

Tier 2 vocabulary	Definition
Natural	Comes from nature, a plant or animal.
Stencil	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

Stencil

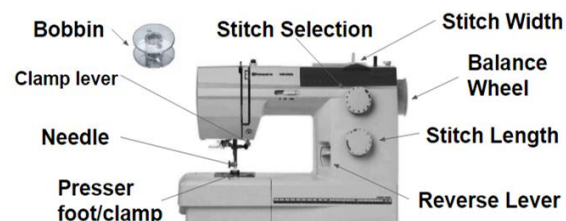
Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp.

These two images show good examples of what the stencil might look like. The paint goes through the holes in the stencil onto the fabric beneath.



Manufacturing Steps

1. Pin, tack and sew the outside of the banner
2. Fold the top edge over to make the casing. Pin, tack & machine sew in place.
3. Remove the tacking stitches with the unpicker
4. Design your stencil
5. Cut out your stencil using a craft knife and cutting mat
6. Iron the stencil onto your banner
7. Using a sponge to apply fabric paint to the stencil
8. Leave to dry then remove the stencil
9. Iron the fabric paint design to fix it into the fibres of the fabric.
10. Add the wooden banner holder and a wool hanger.



Section 3: Knowledge

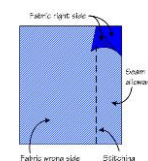
Cotton

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. **Properties** of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.

Seam Allowance

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.



Sewing Safely

Follow these steps to ensure accurate and safe sewing:

1. Pin the fabric in place
2. Tack through all layers of the fabric, removing the pins as you go
3. Machine sew over the tacking
4. Use the quick unpick to remove the tacking stitches.

Machine Setting for Straight Stitch

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:

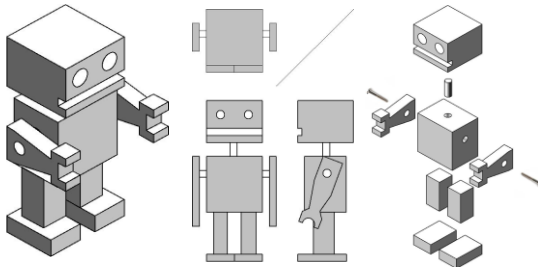
Stitch Width: 2.5
Stitch Selection: 1
Stitch Length: 2.5

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

Tier 3 vocabulary	Definition
Grain	The lines along the wood that create the decorative look
Annual Rings	Circular rings that indicate the age of the tree
Knot	Small dark circles where a branch once grew
Warping	When wood has twisted in different directions
Splitting	When ends of wood have dried too quickly and split
Cupping	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																	
Wood types <table> <tr> <td>Oak</td><td>Medium-Density -</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Fibreboard</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Plywood</td><td>Pine</td></tr> <tr> <td>Teak</td><td>Chipboard</td><td>Spruce</td></tr> <tr> <td>Balsa</td><td></td><td>Fir</td></tr> </table>			Oak	Medium-Density -	Redwood	Beech	Fibreboard	Cedar	Mahogany	Plywood	Pine	Teak	Chipboard	Spruce	Balsa		Fir
Oak	Medium-Density -	Redwood															
Beech	Fibreboard	Cedar															
Mahogany	Plywood	Pine															
Teak	Chipboard	Spruce															
Balsa		Fir															
Properties of woods: Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
Drawing Styles: Isometric Orthographic Projection Exploded View																	
																	
Homework 1 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.																	
Homework 2 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"> 1. 2. 3. 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
Characteristic	A feature or quality belonging to a person
Achievement	Something done successfully with effort, skill or courage
Diversity	The practice of including or involving people from a range of backgrounds
Relationship	The way in which two or more people or groups behave
Dilemma	A difficult situation or problem
Frenemy	A person who is your friend but might dislike you
Toxic	Very harmful or unpleasant
Genuine	Something that is truly what it is said to be
Mutual	A feeling or action experienced by two people
Banter	A playful exchange of teasing remarks

Section 2:

Understand what a healthy relationship is.

- Explain why diversity is important in society and in school.
- Evaluate the different types of friendship and understanding which are the most positive.
- Understand why banter can be negative.
- Develop strategies navigate friendship issues.
- Assess your own friendship situations.



Year 7 Spring 1 Extra – Curricular Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime		Girls' Basketball With Leanne Sports Hall 12.15 – 1.00	Scalextric/Hornby Railway Club With Phill T2 12.15 – 1.00 Belper Band With Anna Mu1 12.15 – 1.00 Knit and Crochet Club With Emma T5 12.15 – 1.00	Lunch Club With Jenny and Carolyn Library 12.15 – 1.00 By invitation Basketball With Tom Sportshall 12.15 – 1.00	Chess With Carlos M2 12.15 – 1.00 Inter-tutor With Matt, Rebecca and Sports Leaders Sports Hall 12.15 – 1.00 Games Club With Emma Library 12.15 – 1.00
After School	Recycling/Litter Picking With Marc P2 3.00 – 4.00	LGBTQ+/Pride With Karen, Emma and Sally T5 3.00 – 4.00 Music Producers Club With Phil Music Block 3.00 – 5.00	Textiles Club With Sarah T1 3.00 – 4.00 Recycling/Litter Picking With Marc P2 3.00 – 4.00 Football With Tom Field 3.15 – 4.15	Tabletop RPG With Mike H9 3.00 – 5.00 Girls' Football Fixtures With Leanne PE 3.00 – 4.00 Belper Choir With Anna Mu1 3.00 – 4.00 Gardening Club With Marc and Tony Rosie's Garden 3.00 – 4.00 Scalextric/Hornby Railway Club With Phill T2 3.00 – 4.00	Computing Club With Adam, Carol, Jamie. L7 3.14 – 4.00

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



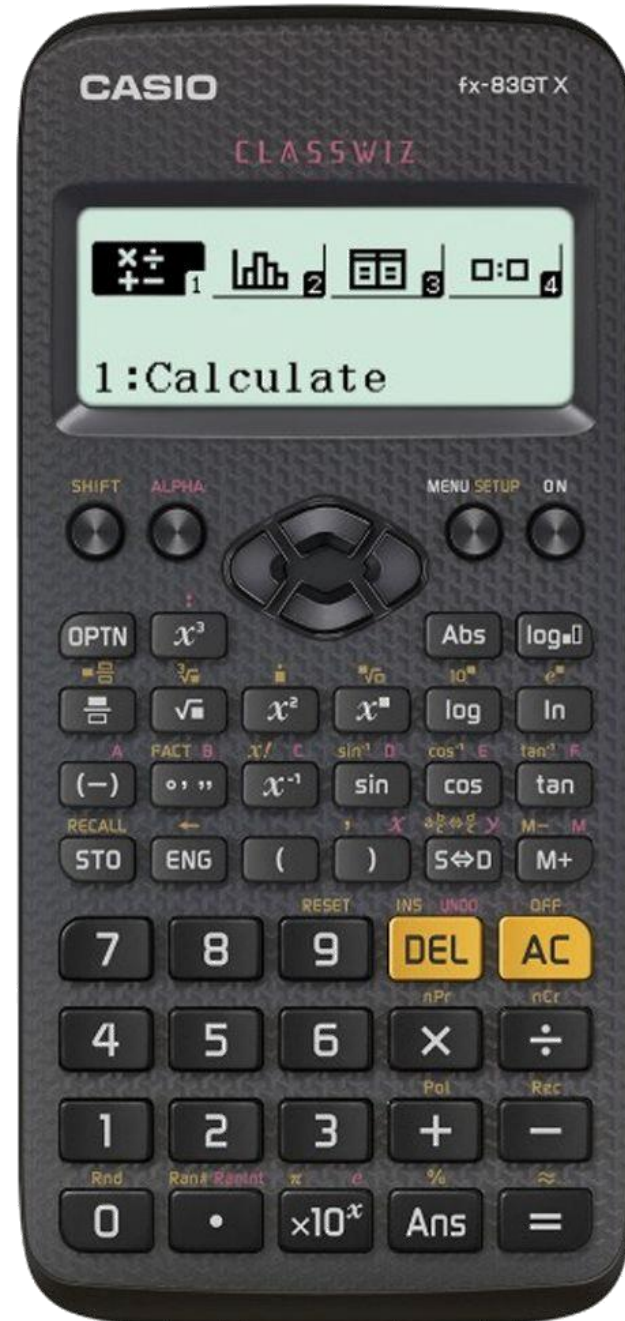
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

