

# Knowledge Organiser

Year 7 Spring 1 2025

*Create Your Future*

“You can do something and give it your best and it doesn’t need to be perfect for it to be a success.”

“With opportunity and support, anything can happen.”

**Chris McCausland**

Comedian and Strictly Come Dancing Champion 2024

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.



# Timetable

Week 1	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

## In Class Expectations




## Out of Class Expectations



Being in school and being on time is crucial for success and preparing for the future.

Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Create Your Future



**BE PRESENT**  
**BE PUNCTUAL**

THERE ARE 175 NON-SCHOOL DAYS DURING THE YEAR TO SPEND ON FAMILY TIME, VISITS, HOLIDAYS, SHOPPING, HOUSEHOLD JOBS AND OTHER APPOINTMENTS

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

**BE BELPER**

<p>100%</p> <p>OUR TARGET FOR ALL STUDENTS</p>	<p>97%</p> <p>6 DAYS ABSENCE 30 HOURS LOST LEARNING</p> <p>EXCELLENT OR GOOD ATTENDANCE BEST CHANCE OF ACADEMIC SUCCESS</p>
<p>95%</p> <p>10 DAYS ABSENCE 50 HOURS LOST LEARNING</p> <p>WORRYING AT RISK OF MAKING IT HARDER TO PROGRESS</p>	<p>90%</p> <p>19 DAYS ABSENCE 95 HOURS LOST LEARNING</p> <p>CONCERN LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING</p>

## Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

## Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

*“Everyday you show up, you’re investing in your future self. Don’t underestimate the power of attendance.”*

**BE PRESENT**

**BE PUNCTUAL**

# 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

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

## Tier 2 vocabulary

## Definition

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

## Section 2: New Key Skills/Strategies

Diary Entry WritingConventions:

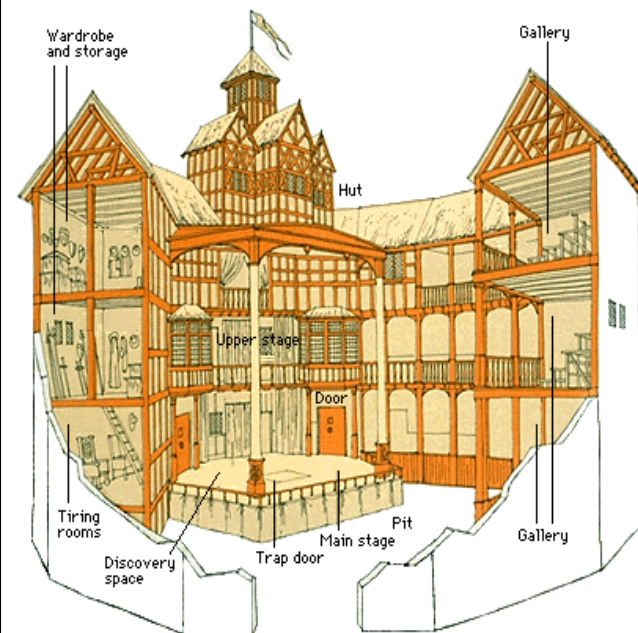
- Written in **past tense**
- Written in the **first person**
- Events structured in **chronological order**
- Inclusion of **thoughts, feelings & opinions**
- Inclusion of **figurative language** techniques, including:
  - Similes, metaphors & personification
  - Vivid imagery
  - Sensuous imagery &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

Horrible Histories – WritingStrategies:

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 TheatreHorrible 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
<b>Grief</b>	The mourning of a loss, usually the loss of a loved one
<b>Prejudice</b>	A liking or dislike for one rather than another especially without good reason
<b>Terrorism</b>	The unlawful use of violence or threats to intimidate or coerce a civilian population or government
<b>Conflict</b>	A serious disagreement and argument
<b>Islamophobia</b>	Prejudice, negative sentiments, and hostility toward Islam and Muslims
<b>Affair</b>	A situation in which a person involved in an exclusive relationship is having a relationship with someone else
<b>Hijab</b>	A head covering worn in public by some Muslim women

Tier 2 vocabulary	Definition
<b>Narrative Voice</b>	Narrative voice is the perspective the story is told from.
<b>Tone</b>	Reflects the writer's attitude toward the subject matter or audience of a literary work
<b>Analysis</b>	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices
<b>Intention</b>	The reason <i>why</i> someone chooses to do something
<b>Impact</b>	The effect of something on the reader

Section 2: New Key Skills/Strategies		
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 & impact)	The writer's intention is to... This evokes a sense of...

DIRECT ADDRESS
ALLITERATION
FACTS
OPINIONS
RHETORICAL QUESTIONS
EMOTIVE LANGUAGE
STATISTICS
TRIPLETS/RULE OF THREE
ANECDOTE
PUNCTUATION

Section 3:

STRUCTURAL TECHNIQUES

BEGINNING

MIDDLE

END

WHO IS THE SPEAKER?

SETTING

YOU WILL BE ABLE TO TALK  
ABOUT THESE FEATURES IN  
ANY EXTRACT FROM A NOVEL

A cartoon illustration of a construction worker. The worker is a small, round-faced character with large blue eyes, wearing a bright yellow hard hat, an orange t-shirt, and blue pants. He is holding a yellow pencil in his right hand and a clipboard with a brown cover in his left hand. He is standing next to a brick wall that is being built in a stepped fashion, with bricks laid in a regular pattern. The worker appears to be inspecting or planning the construction.

SIMPLE/MINOR SENTENCES	YOU MIGHT BE ABLE TO TALK ABOUT THESE. THE WRITER WILL NOT ALWAYS INCLUDE THEM.
ZOOMING IN	
REPETITION	
CHARACTERS INTRODUCED	
TIME CHANGE	

### 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

#### Revision QR codes

Product of prime factors

Highest common factor

Lowest common multiple



### Section 2: Knowledge/new skills

#### Square numbers

$$1^2 = 1 \times 1 = 1$$

$$2^2 = 2 \times 2 = 4$$

$$3^2 = 3 \times 3 = 9$$

$$4^2 = 4 \times 4 = 16$$

$$5^2 = 5 \times 5 = 25$$

$$6^2 = 36$$

$$7^2 = 49$$

$$8^2 = 64$$

$$9^2 = 81$$

$$10^2 = 100$$

$$11^2 = 121$$

$$12^2 = 144$$

$$13^2 = 169$$

$$14^2 = 196$$

$$15^2 = 225$$

#### Square roots

$$\sqrt{1} = 1$$

$$\sqrt{4} = 2$$

$$\sqrt{16} = 4$$

$$\sqrt{196} = 14$$

$$\sqrt{25} = 5$$

$$\sqrt{225} = 15$$

$$\sqrt{64} = 8$$

$$\sqrt{9} = 3$$

$$\sqrt{16} = 4$$

#### Cube numbers

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 64$$

$$5^3 = 125$$

#### Cube roots

$$\sqrt[3]{1} = 1$$

$$\sqrt[3]{8} = 2$$

$$\sqrt[3]{27} = 3$$

$$\sqrt[3]{64} = 4$$

$$\sqrt[3]{125} = 5$$

#### 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.

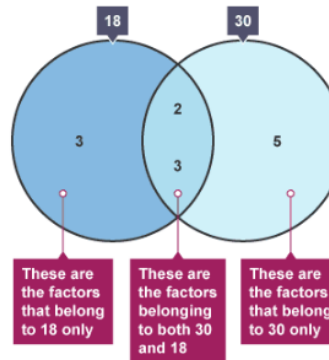
#### Finding the HCF and LCM

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:

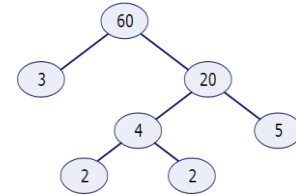
$$\text{LCM} = 3 \times 2 \times 3 \times 5 = 90$$

To find the HCF we multiply the numbers in the overlapping quadrant together:

$$\text{HCF} = 2 \times 3 = 6$$

### Section 2: Continued

#### Prime factor decomposition



$$60 = 2 \times 2 \times 3 \times 5$$

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?

$$6^2 = 12$$

$$\sqrt{100} = 50$$

$$\sqrt[3]{15} = 2.46 \text{ (to 2 decimal places)}$$

#### 15 Questions

- Write down the square root of 196
- Write down 6 multiples of 8
- Write down the factors of 100
- List the first 10 prime numbers
- Calculate the square root of 2
- Write down the cube root of 64
- Write down the squared numbers up to  $15^2$
- Write down the factors of 24
- Write 80 as a product of its prime factors
- Write 56 as a product of its prime factors
- Calculate the HCF and LCM of 45 and 60
- Use your calculator to find  $65^2$
- Use your calculator to find the cube root of 658503
- What answer do you get if you cube root any number then cube it?
- Calculate the HCF and LCM of 120 and 70

## Section 1: Key Vocabulary

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

## Tier 2 vocabulary

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

## Revision QR codes

Perimeter Area rectangle Area triangle



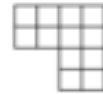
Area compound Area Parallelogram Area trapezium



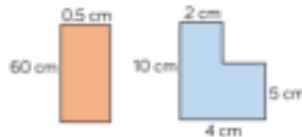
## Section 2

## 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



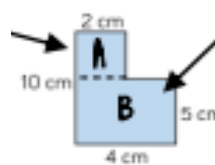
## Area

Rectangle or square area = **Base**  $\times$  **Height**

## Compound Shapes

## Area of A

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

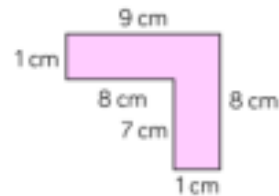


## Area of B

$4 \times 5 = 20cm^2$

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

## Perimeter



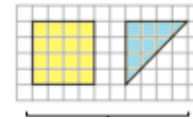
In compound shapes make sure all the lengths have measurements.

Calculate by adding all of the lengths together.

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

## Section 3

## Area of triangles

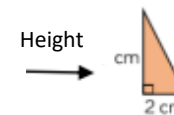


Notice the relationship between the square and the triangle

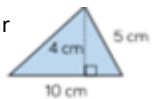
Area can be calculated by counting squares. Often this is an estimation with triangles because not all of the small squares are cut exactly in half.

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

## Perpendicular heights

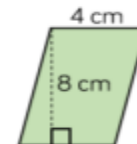


The perpendicular height meets the base at  $90^\circ$



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

## Area of parallelograms

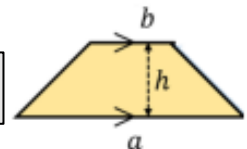


Area  
 $8 \times 4 = 32cm^2$

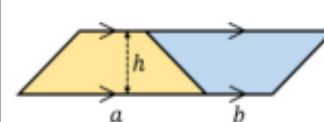
Parallelogram area = **base**  $\times$  **perpendicular height**

## Area of a trapezium

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







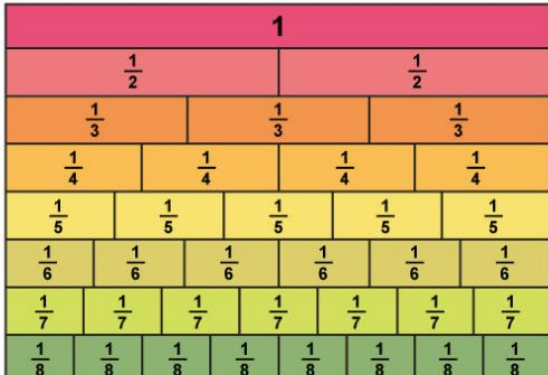
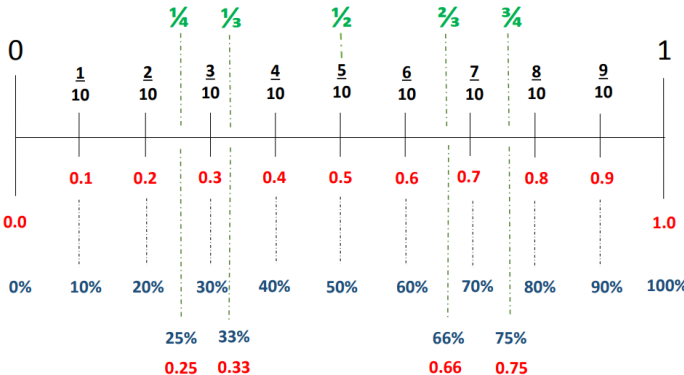

## Why?

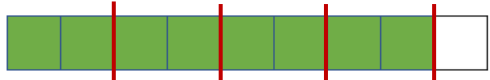



Two congruent trapezia make a parallelogram  
New length  $(a + b) \times \text{height}$   
Divide by 2 to find the area of one trapezium

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Terminating Decimal</b>	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
<b>Recurring decimal</b>	A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666 \dots$ or $1.851851851$
<b>Numerator</b>	The part of a fraction <i>above</i> the vinculum, or fraction bar
<b>Denominator</b>	The part of a fraction <i>below</i> the vinculum, or fraction bar
<b>Improper fraction</b>	A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$
<b>Mixed number</b>	A number made up of an integer and a proper fraction such as $4\frac{2}{3}$
Tier 2 vocabulary	Definition
<b>Infinite</b>	Endless and immeasurable, such as the sequence of counting numbers
<b>Simplify</b>	To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship
<b>Equivalent</b>	Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

Revision QR codes			
+ - Fractions	x Fractions	÷ Fractions	Equivalent
			

Section 2: Representations
<p><b>Fraction wall</b></p>  <p>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</p> <p><u>Equivalent fractions, decimals and percentages</u></p> 
<p><b>Multiplying a fraction by a fraction</b></p> $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$ 

Section 3: Operations
<p><b>Dividing a fraction by an integer</b></p> $\frac{8}{9} \div 4 = \frac{2}{9}$  <p><math>\frac{8}{9}</math> shared into 4 equal parts of size <math>\frac{2}{9}</math></p>
<p><b>Using equivalence to find a fraction between two others</b></p> <p>Find a fraction between <math>\frac{2}{3}</math> and <math>\frac{4}{5}</math></p> $\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$ $\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$ $\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$
<p><b>Division by a fraction</b></p>  <p>To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.</p> <p>Here, we see that <math>2\frac{1}{2}</math> when contains 10 lots of <math>\frac{1}{4}</math> so:</p> $2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$



### Section 1: Key Vocabulary

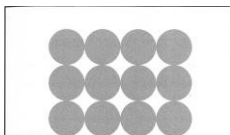
Tier 3 vocabulary	Definition
<b>Property</b>	The way a substance behaves
<b>Evaporation</b>	The change of state from a liquid to a gas
<b>Boiling point</b>	The temperature at which a substance boils
<b>Melting point</b>	The temperature at which a substance melts
<b>Classifying</b>	Separating materials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

### Tier 2 vocabulary

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

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

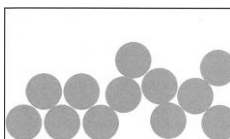
#### Solids



In a solid the particles are arranged in regular rows.

Solids cannot be compressed and do not flow.

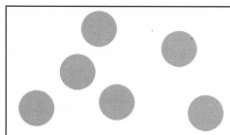
#### Liquids



In a liquid the particles are arranged randomly.

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

#### Gases

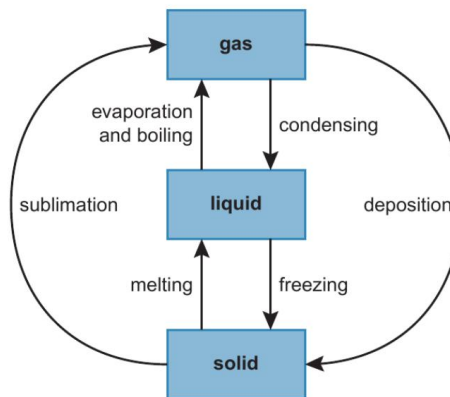


In a gas the particles are arranged randomly with a lot of space between them.

Gases can expand to fill their containers.

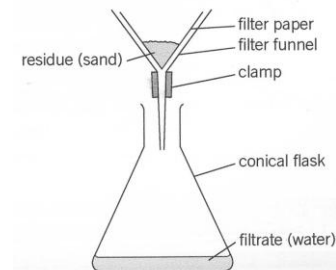
#### Changes of State

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



### Section 3: Separation techniques

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



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



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



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

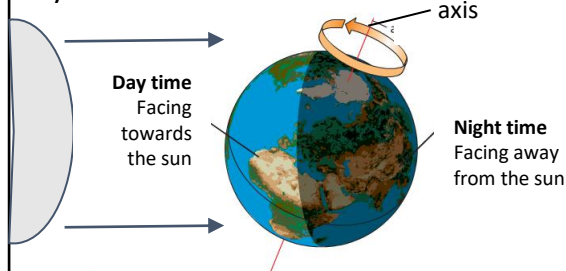
### Section 1: Key Vocabulary

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

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

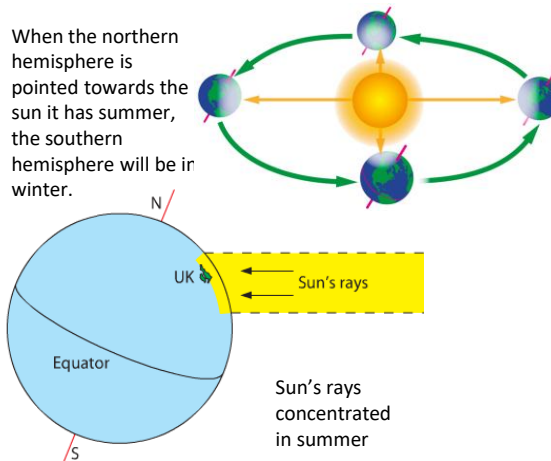
### Section 2: New Knowledge

#### Day and Night



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

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



#### Ways of investigating space

Find examples of each and where they can be used.

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

### Section 3: Skills

#### Research

Used to stimulate debate, challenge and benefit your deeper knowledge

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

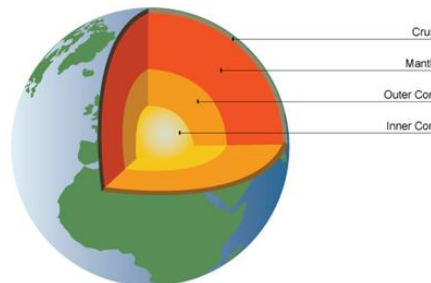
#### Task

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.

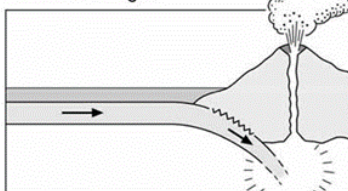
## Section 1: Key Vocabulary

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

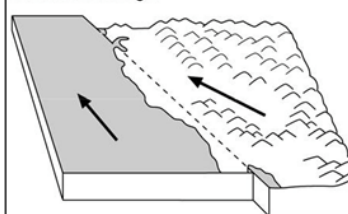
## Section 2: New Knowledge



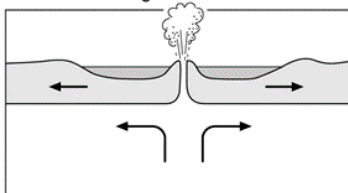
Destructive margin



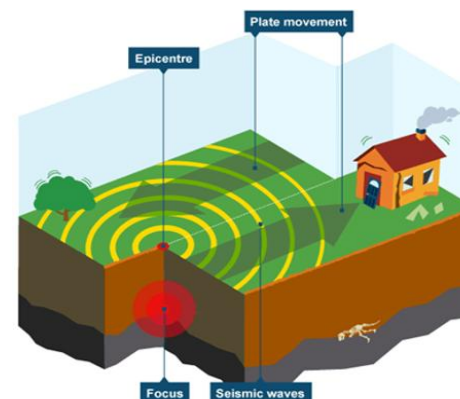
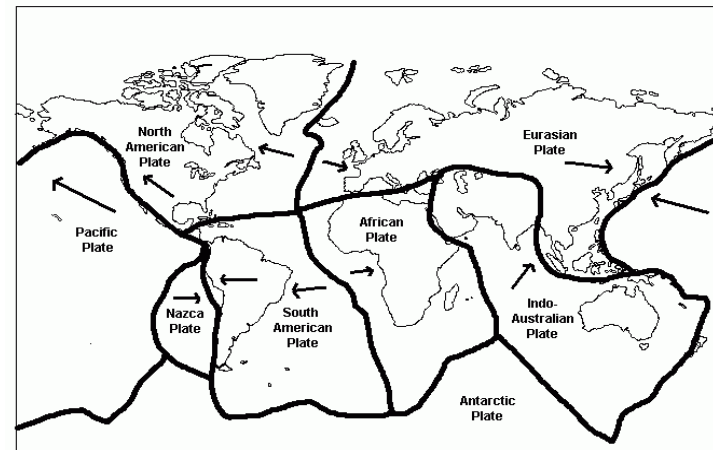
Conservative margin



Constructive margin



**Wegener's Theory** – 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.

**Monarch**      King or queen.

**Section 2: Unit Summaries****1. What can the evidence tell us about the Crusades?**

This unit will look at the Holy Wars between Christians and Muslims from 1095 until 1291. In 1095 Pope Urban II told the Christians to travel to Jerusalem and to reclaim their Holy Land back from the Muslims. Jerusalem was the Muslims Holy Land too. This resulted in 200 years of fighting over religion.

1. Where might this be?

2. What could the smoke suggest?

3. What do you notice about the people at the bottom of the painting?  
What does that tell us about the Crusades?



Second order concept = Evidence

**2. How could royal power lie in female hands?**

In 1135 King Henry I dies. Two cousins believe they should be the next Monarch. There is a succession crisis between Stephen and Matilda, resulting in the Anarchy. This unit explores why some many people were afraid of female rule in the middle ages.

1. What can this source tell us about who should be the next Monarch?

Bishop Henry of Winchester, recorded by the Chronicler William of Malmesbury, 1141

“We choose as Lady of England and Normandy the daughter of a king who was a peacemaker, a glorious king, a wealthy king, a good king, without peer in our time. And we promise her faith and support.”

17  
Second order concept = Interpretations

Section 1: Key Vocabulary			Section 3: Assessment Essay Question:
Tier 3 vocabulary	Definition	<p><b>Goddesses</b></p> <p>What is it all about? Goddesses and the female. Is religion male? Well, there have always been goddesses to worship. Hindus worship the Goddess in different forms: Lakshmi, Kali, Parvati and Ammavaru all symbolise aspects of the divine energy from which all life comes. Followers of the Buddha see Tara, (not a goddess, but a female Bodhisattva) as the feminine embodiment of wisdom and compassion. Her image is a common focus for meditation. In Christianity, though God is usually called ‘He’, the Blessed Virgin Mary is a key female figure, called the ‘Mother of God’ in Catholic traditions, where prayer to Mary to intercede for us is common practice. Many Christians believe God is beyond gender – not a man, not a woman, just God. The most ancient religious artefact discovered by archaeologists dates back to over 25,000 years ago. It is a big-breasted naked fertility statue, so the original ‘god’ might have been a goddess. What do you think? Is it sensible to say ‘he’ or ‘she’ for God?</p> <hr/> <p><b>Heaven and Hell</b></p> <p>Key Questions</p> <ul style="list-style-type: none"><li>•What do different religions say about what happens when we die?</li><li>•Can you deduce ideas about afterlife from belief about God, e.g.that God is loving or merciful?</li><li>•Which is easier to believe in –heaven, hell or annihilation?</li><li>•There’s no proof, but is there evidence for and against afterlife</li></ul> <hr/> <p><b>Extremism</b></p> <p>Free speech is one thing, but using violence to impose your views on others is the opposite of free speech. Religion comes in here, because some minority religious groups in various different religions reject the freedom of others to hold contrary views and seek, by violence or force, to impose their ideas.</p>	<b>Assessment Essay Questions:</b>
<b>Atheist -</b>	Someone who doesn’t believe in God/Religion		How do atheists decide questions about right and wrong and the meaning of life?
<b>Burka</b>	A loose garment, covering the body and face of Muslim women.		Are religious dress codes sometimes sexist? What should be done about that?
<b>Oppression</b>	Unjust or cruel exercise of power over a group of people.		Is the human race made from love, for love, or are we an almighty accident, a huge slice of cosmic luck?
<b>Darwin</b>	Person who came up with the theory of Evolution.		Why might more American Christians be creationists than British Christians?
<b>Creation stories</b>	Stories of how the world as we know it came into existence.		How can a free society cope with the tension between extremist views and free speech?
<b>Genesis</b>	First book in the Bible		<b>Skills checklist –</b> As you write your essay check that you have included...
<b>Extremist</b>	Someone who holds extreme political or religious views.		<b>Knowledge –</b> facts and religious or non-religious beliefs,
<b>Forgiveness</b>	The act of intentionally letting go of anger and resentment towards someone who has wronged you.		<b>Impact</b> of belief – how it affects what people think and do,
<b>Idol</b>	The act of intentionally letting go of anger and resentment towards someone who has wronged you.	<b>Specialist terms,</b> <b>Sources of authority –</b> where people get their ideas/beliefs from – quotations, <b>Judgement –</b> how strong, valid or sound the argument is,  <b>Opinion –</b> at least 2 different points of view	

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## 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 college ?	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: <b>e/ eu</b>	
orange	rouge
bleu	heure

Phonics: <b>qu</b>	
quart	Je quitte
quelle	que

Phonics: <b>SFE (silent final 'e')</b>	
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 &amp; 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>
<b>the subject/nominative</b>	der	die	das	die
<b>the object/accusative</b>	den	die	das	die
<b>a subject/nominative</b>	ein	eine	ein	/
<b>a object/accusative</b>	einen	eine	ein	/

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

## Section 2: New Knowledge/Skills

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

## Section 3: Other subject specific content

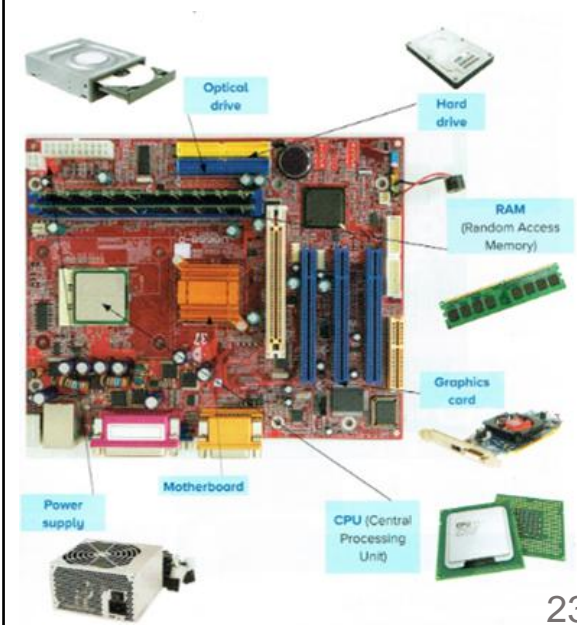
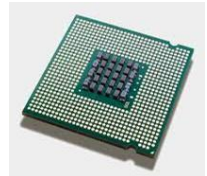
Put the following units of storage in order from 1 (the smallest) to 7 (the largest).

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




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

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




# PE: Basketball

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

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


# PE: Table Tennis

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

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

# PE: Gymnastics

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

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



# PE: Netball

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

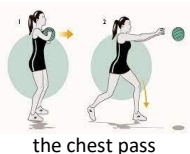
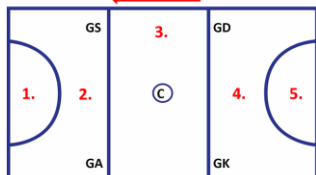
## Section 2: New Knowledge/Skills

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

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

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

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



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

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

# PE: Hockey

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

## Section 2: New Knowledge/Skills

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



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

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

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

# PE: Swimming

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

## Section 2: New Knowledge/Skills

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

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

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

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

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



## PE: Rugby

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

### Section 2: New Knowledge/Skills

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

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



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

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

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

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

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

## PE: Football

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

### Section 2: New Knowledge/Skills

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

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

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

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

Can you identify one rule for each of the following situations when playing a game:

Kick-off  
Throw-in  
Goal-kick  
Free-kick:



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

## PE: Running

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

## PE: Health and Fitness

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

## PE: Leadership

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Primary colour</b>	Root colour from which secondary colours are mixed
<b>Secondary colour</b>	Two primary colours mixed together
<b>Tertiary colour</b>	A secondary colour mixed with a neighbouring primary colour
<b>Complementary</b>	Colours opposite each other on the colour wheel that contrast highly
<b>Abstract</b>	Art that does not attempt to show external reality
<b>Non-naturalistic</b>	Not closely imitating real life
<b>Impasto</b>	Use of thick paint to create texture
<b>En plein air</b>	Painting outdoors
<b>Expressionist</b>	Expressing the inner world of emotion rather than external reality
<b>Impressionist</b>	An artistic style capturing a moment of time
<b>Stipple</b>	A painting technique using small dots of colour

Tier 2 vocabulary	Definition
<b>Pigment</b>	The coloured part of paint
<b>Blended</b>	One colour merged into another
<b>Media</b>	Type of material used, e.g. paint
<b>Strokes</b>	Marks used in painting
<b>Applied</b>	Added to the painting
<b>Landscape</b>	Depiction of an outdoor scene
<b>Portrait</b>	Depiction of a person

Section 2: New Knowledge/Skills	
<b>ARTISTS:</b> Henri Matisse                      Andre Derain Claude Monet                      Berthe Morisot	
<b>Fauvism</b> - 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 form a strong contrast. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.	
Complementary colours: Red – Green Yellow – Purple Blue - Orange	
<b>Impressionism</b> - 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).	

Section 3: Colour Mixing
<b>Primary colours:</b> Red                      Yellow                      Blue
<b>Secondary colours:</b> YELLOW mixed with RED to make ORANGE RED mixed with BLUE to make PURPLE BLUE mixed with YELLOW to make GREEN
<b>Tertiary colours:</b> A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in red-orange.
<b>Harmonious colours</b> 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, yellow-green and green.
<b>Tint</b> A colour mixed with white. E.g. Orange mixed with white.
<b>Shade</b> A colour mixed with black. E.g. Blue mixed with black.
<b>STONE</b> A colour mixed with grey. E.g. Red mixed with grey.
Artists use tints, shades and tones when mixing colours.

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

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

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

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

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

## Section 1: Key Vocabulary

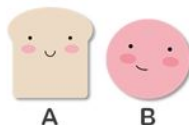
Tier 3 vocabulary	Definition
<b>Harmony</b>	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part.
<b>Melody</b>	The main theme or tune of the music.
<b>Pitch</b>	How high or low the note is.
<b>Ostinato</b>	A repeated musical pattern. An ostinato can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

## Tier 2 vocabulary

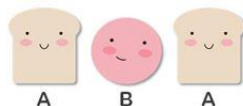
Tier 2 vocabulary	Definition
<b>Contrast</b>	To be different especially in a way that is very obvious.
<b>Timing</b>	The ability to play fluently to a beat.
<b>Form/ Structure</b>	How a piece of music is organised into different sections of parts.
<b>Composition</b>	The process of creating a piece of music.

## 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**).

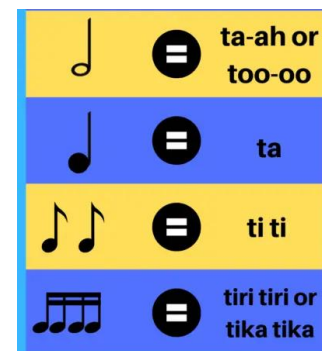


## Section 3

## Staff Notation



## Rhythm Notation



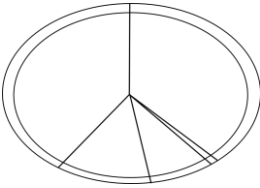
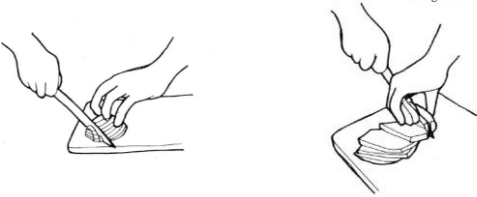
## Musescore



Musescore is a piece of web based software used to write music using staff notation. Learn the basics here:



Links to prior learning: *Introduction to Performance – I've Got Rhythm, Keyboard skills*

Section 1: Key Vocabulary		Section 2: New Knowledge/Skills	Section 3: Other subject specific things																																																																																								
Tier 3 vocabulary	Definition	<p><b>Eatwell guide</b> Label the diagram and add the extra sections</p> 	<p>Useful Abbreviations:</p> <ul style="list-style-type: none"> <li>tsp</li> <li>tbs</li> <li>g</li> <li>ml</li> <li>l</li> </ul> <table border="1"> <thead> <tr> <th>Spring</th><th>Summer</th><th>Autumn</th><th>Winter</th></tr> </thead> <tbody> <tr><td>Asparagus</td><td>Beetroot</td><td>Field Mushrooms</td><td>Brussels Sprouts</td></tr> <tr><td>Carrots</td><td>Broad beans</td><td>Lettuce</td><td>Cabbage</td></tr> <tr><td>Cauliflower</td><td>Carrots</td><td>Marrow</td><td>Carrots</td></tr> <tr><td>Celeriac</td><td>Cauliflowers</td><td>Potatoes</td><td>Cauliflower</td></tr> <tr><td>Cucumbers</td><td>Courgettes</td><td>Pumpkin</td><td>Celeriac</td></tr> <tr><td>Curly Kale</td><td>Cucumber</td><td>Rocket</td><td>Curly Kale</td></tr> <tr><td>Purple sprouting broccoli</td><td>Fennel</td><td>Squashes</td><td>Fennel</td></tr> <tr><td>Savoy Cabbage</td><td>Fresh Peas</td><td>Sweetcorn</td><td>Leeks</td></tr> <tr><td>Spring Greens</td><td>Garlic</td><td>Watercress</td><td>Parsnip</td></tr> <tr><td>Spring Onions</td><td>Green beans</td><td></td><td>Potatoes</td></tr> <tr><td>Watercress</td><td>Salad &amp; salad leaves</td><td>Apples</td><td>Red Cabbage</td></tr> <tr><td></td><td>New Potatoes</td><td>Blackberries</td><td>Swede</td></tr> <tr><td>Rhubarb</td><td>Radishes</td><td>Damsons</td><td>Turnip</td></tr> <tr><td>Gooseberries</td><td>Salad onions</td><td>Elderberries</td><td></td></tr> <tr><td></td><td>Tomatoes</td><td>Pears</td><td>Apples</td></tr> <tr><td></td><td>Watercress</td><td>Plums</td><td>Pears</td></tr> <tr><td></td><td>Blueberries</td><td></td><td></td></tr> <tr><td></td><td>Currants</td><td></td><td></td></tr> <tr><td></td><td>Plums</td><td></td><td></td></tr> <tr><td></td><td>Raspberries</td><td></td><td></td></tr> <tr><td></td><td>Strawberries</td><td></td><td></td></tr> </tbody> </table>	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		
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<p>Claw Grip</p> <p>A knife hold where the fingers are curled under and not laid flat on the food surface.</p>		<p>Name the knife holds</p> 																																																																																									
<p>Bridge Grip</p> <p>A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.</p>																																																																																											
<p>Pre-heat</p> <p>Turning the oven on prior to being needed so it reaches the required temperature.</p>																																																																																											
<p>Simmer</p> <p>A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).</p>																																																																																											
<p>Rubbing-in method</p> <p>Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.</p>																																																																																											
<p>All-in-one method</p> <p>A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.</p>																																																																																											
<p>Seasonal Foods</p> <p>Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).</p>																																																																																											
<p>Eatwell Guide</p> <p>A guide which shows the different food groups and the proportions they should be eaten in.</p>																																																																																											
<p>4 Cs</p> <p>Relate methods used to keep food production safe and hygienic. Cross-Contamination, Cleaning, Cooking and Chilling.</p>																																																																																											
<p>Intensive</p> <p>A type of farming used to produce a large amount of food.</p>																																																																																											
<p>Organic</p> <p>A type of farming used to produce food which avoids the use of chemicals and pesticides.</p>																																																																																											
<p>Carbohydrates</p> <p>A nutrient we obtain from our food which provides energy.</p>																																																																																											
Tier 2 vocabulary	Definition																																																																																										
<p>5-A-Day</p> <p>A Government scheme to encourage eating more fruit and vegetables.</p>																																																																																											
<p>Safety</p> <p>Working in a way to avoid injury or danger.</p>																																																																																											
<p>Hygiene</p> <p>Working in a clean and organised manner.</p>																																																																																											
<p>First-Aid</p> <p>Basic assistance given for minor injuries.</p>																																																																																											
<p>Peeling / Chopping / Slicing</p> <p>Methods of preparing some fruit and vegetables.</p>																																																																																											
<p>Equipment</p> <p>The necessary items for a particular purpose</p>																																																																																											
<p>Measuring / weighing</p> <p>Accurately preparing the correct amount of ingredients / liquids for a recipe</p>																																																																																											

HW1 -

a) 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.

b) Complete the H&S quiz on Google classroom, or ask your teacher for a paper copy

HW2 - Use the seasonal foods chart above to identify which recipes can be made using seasonal ingredients on your HW sheet. Complete the quiz on Google classroom, or ask your teacher for a paper copy.



### Section 1: Key Vocabulary

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

### 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

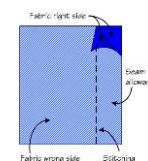
#### Cotton

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:

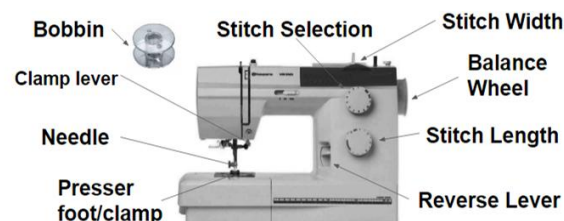
1. Pin the fabric in place
2. Tack through all layers of the fabric, removing the pins as you go
3. Machine sew over the tacking
4. Use the quick unpick to remove the tacking stitches.

#### 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



### Tier 2 vocabulary

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

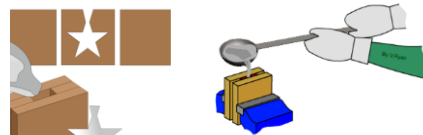
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Task Analysis</b>	Investigating the topic being studied by breaking it down in the different possible focal points
<b>Orthographic</b>	A style of 3D drawing shown in 3 different views
<b>Isometric</b>	A style of drawing using 30 degree angles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

Tier 3 vocabulary	Definition
<b>Grain</b>	The lines along the wood that create the decorative look
<b>Annual Rings</b>	Circular rings that indicate the age of the tree
<b>Knot</b>	Small dark circles where a branch once grew
<b>Warping</b>	When wood has twisted in different directions
<b>Splitting</b>	When ends of wood have dried too quickly and split
<b>Cupping</b>	When a plank of wood curves towards the centre
<b>Pewter</b>	Shiny silver coloured alloy metal which has a low melting point, non toxic, food safe, and malleable
<b>Pewter Casting</b>	The process of heating pewter until it melts, then pouring it into a mould to create a new shape

### Section 2 Skills






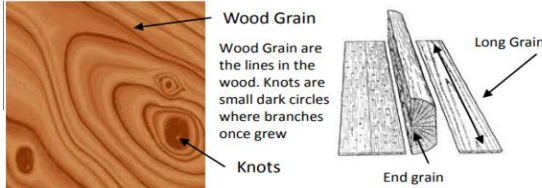

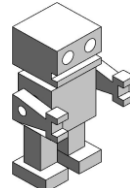
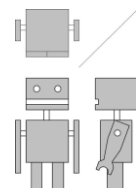
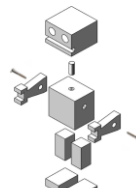
**Laser Cutting – Design and cut a pewter vesting mould**



**Pewter Casting – Cast a small metal token**



Use standard workshop tools and equipment to make the wooden robot

Section 3 Knowledge																	
<b>Wood types</b> <table border="1"> <tr> <td>Oak</td><td>Medium-Density</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Density -</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Fibreboard</td><td>Pine</td></tr> <tr> <td>Teak</td><td>Plywood</td><td>Spruce</td></tr> <tr> <td>Balsa</td><td>Chipboard</td><td>Fir</td></tr> </table>			Oak	Medium-Density	Redwood	Beech	Density -	Cedar	Mahogany	Fibreboard	Pine	Teak	Plywood	Spruce	Balsa	Chipboard	Fir
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Beech	Density -	Cedar															
Mahogany	Fibreboard	Pine															
Teak	Plywood	Spruce															
Balsa	Chipboard	Fir															
<b>Properties of woods:</b> Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
<b>There are 3 main categories of wood:</b> Hard woods, Soft woods and man-made boards.																	
 Hardwood trees take a long time to grow.	 Softwood trees grow quickly.	 Manufactured Boards are made and NOT grown.															
<b>Wood Grain</b>  <p>Wood Grain are the lines in the wood. Knots are small dark circles where branches once grew</p> <p>Long Grain</p> <p>End grain</p> <p>Knots</p>																	
 <p>Medium Density Fibreboard (aka MDF) is made from wood fibres and glue which have been mixed together and compressed into large sheets</p>																	
<b>Drawing Styles:</b> Isometric      Orthographic Projection      Exploded View																	
																	



### Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
<b>Mental Health</b>	Health of a person's brain and mental state
<b>Wellbeing</b>	The state of your being or self
<b>Substances</b>	Something that is take which alters the body or brain in some way.
<b>Addiction</b>	A dependency on something, that is difficult to give up.
<b>Balanced</b>	When 2 or more things are equal
<b>Personal Safety</b>	Being able to go about your daily life without fear
<b>Peer pressure</b>	Influence by your peer group
<b>Unique</b>	Unlike anything else, one of a kind
<b>Self confidence</b>	Believing in your own abilities
<b>Puberty</b>	When a child experiences physical and hormonal changes that mark a transition into adulthood

### Tier 3 vocabulary

Tier 3 vocabulary	Definition
<b>Stalking</b>	Someone regularly following you or what you do
<b>Vaping</b>	The action or practice of inhaling and exhaling vapour containing nicotine
<b>Self identity</b>	The way we present ourself and the key aspects about us that make us, us
<b>Self-esteem</b>	How we value and perceive ourselves
<b>Menstruation</b>	The monthly cycle a biological woman goes through where they shed blood.
<b>Hormones</b>	Chemical substances that act like messenger molecules in the body

### Section 2: Key Themes:

**An introduction to mental health & wellbeing:** learning to articulate different emotions appropriately and sensitively and become aware of some strategies to manage our emotions and mental health.

**Drugs, alcohol & tobacco:** The different types of drugs in society, both positive and negative. The short-term and long-term impact of substances and what addiction and dependency means.

**Personal Wellbeing:** The different element of a lifestyle that contribute to a well-balanced life. How the choices we make impact our own wellbeing.

**Personal Safety:** How to manage personal safety and be aware of the risks of independent situations including online risks. Steps to reduce risk in relation to wellbeing and personal safety.

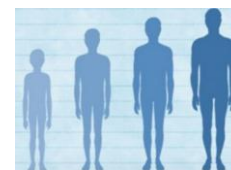
**Self-Identity & individuality:** How we are all unique and how we can positively celebrate this. To identify our areas of strength and build self-confidence.

**Puberty:** The key stages of puberty for different sexes including how to manage the mental changes that happen as a natural part of growing up.

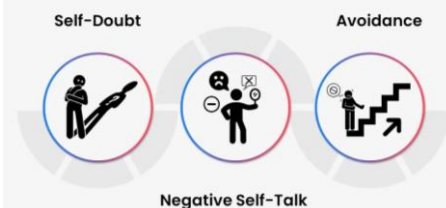
### Section 3: Key concepts:

#### Confusing symptoms of puberty

If you're a preteen or teen, you may feel:



#### Signs Of Low Self-Confidence



# Spring 1: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
<b>Football</b> <b>Year 7</b> With James 3G	<b>Duolingo Club</b> <b>All Years</b> With Sarah Knappett Languages Block	<b>Technical Theatre Club</b> <b>All Years (max 10 students)</b> With Sarah Holme A7	<b>Digital Skills Drop In</b> <b>Yr10-13</b> With Jody A2	<b>Chess</b> <b>All Years</b> With Carlos M2
<b>Table Tennis</b> <b>Year 10/11</b> With Tom GYM	<b>Badminton (week 1)</b> <b>Year 8/9</b> With Tom Sports Hall	<b>Football</b> <b>Year 11/12/13</b> With Matt and Tom 3G	<b>Football</b> <b>All Years Girls</b> With Leanne Sports Hall/3G	<b>Football</b> <b>Year 8</b> With Tom 3G
<b>Book Group</b> <b>Year 9</b> With Sarah Phillips Library	<b>Football</b> <b>Year 9/10</b> With James/Matt 3G	<b>Belper Band</b> <b>All Years</b> <b>Woodwind, Brass and Strings</b> With Anna MU1	<b>Music Club</b> <b>All Years</b> With Phil MU2	<b>Games Club</b> <b>Years 7, 8</b> With Emma Library 12.20 – 1.00
<b>Art Club</b> <b>All Years</b> With Lucy A4	<b>Ultimate Frisbee (week 2)</b> <b>Year 7/8/9</b> With James Sports Hall	<b>Handball</b> <b>Year 8/9</b> With Tom Sports Hall	<b>Knitting and Crochet Club</b> <b>All Years</b> With Emma T5	<b>Multisports Club</b> <b>Year 7 (Yr10 Sports Leaders)</b> With Rebecca and Matt Sports Hall & Gym
<b>Wargaming Hobby Painting Club</b> <b>All years</b> With Richard A3			<b>Scalextric Racing/ Model Railways</b> <b>All Years (Max 15 students)</b> With Phill T1	
			<b>Foreign Language Spelling/ Translation Bee practice</b> <b>Years 7, 8, 9</b> With Sarah Knappett Languages Block	
			<b>Belper Choir</b> <b>All Years</b> With Anna MU1	

# Spring 1: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs				
<b>Gardening</b> <b>All Years</b> With Marc and Tony Rosie's Garden 3.05 – 4.00  <b>More Than Robots</b> <b>Years 8, 9, 10, 11</b> With Sarah Speight T1 3.05 – 4.00  <b>Music Producers Club</b> <b>Years 9, 10, 11</b> With Phil MU2/Recording Studio 3.05 – 4.00  <b>Football</b> <b>Year 8</b> With Tom Field 3.05 – 4.00  <b>Sports Leadership Events</b> <b>Year 9/10/12</b> with Rebecca, Matt & AVSSP 3.05-4.00	<b>Netball</b> <b>Years 7/8</b> With Rebecca Sports Hall 3.05 – 4.00	<b>Litter Picking</b> <b>All Years</b> With Marc P2 3.05 – 4.00  <b>Scalextric Racing/ Model</b> <b>Railways</b> <b>All Years (Max 15 students)</b> With Phill T1 3.05 – 4.00  <b>Circuit Training</b> <b>Year 7/8/9</b> With James Gym 3.05 – 4.00  <b>'Your Time' Leadership</b> <b>Year 9 Girls with Rebecca and</b> <b>Matt</b> <b>Sports Hall</b> 3.05-4.00 (week 1)  <b>A level PE Revision</b> <b>Year 13 with</b> <b>Rebecca/Tom/Matt</b> 3.05-4.00  <b>Sports Studies/GCSE Sports</b> <b>Club</b> <b>Year 10/11</b> <b>With Tom</b> 3.05-4.00 (week 2)		<b>Friday Night Sports Club</b> <b>Year 10/11/12/13/staff</b> With Matt, Leanne, Tom & James 3G/Sports Hall

2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



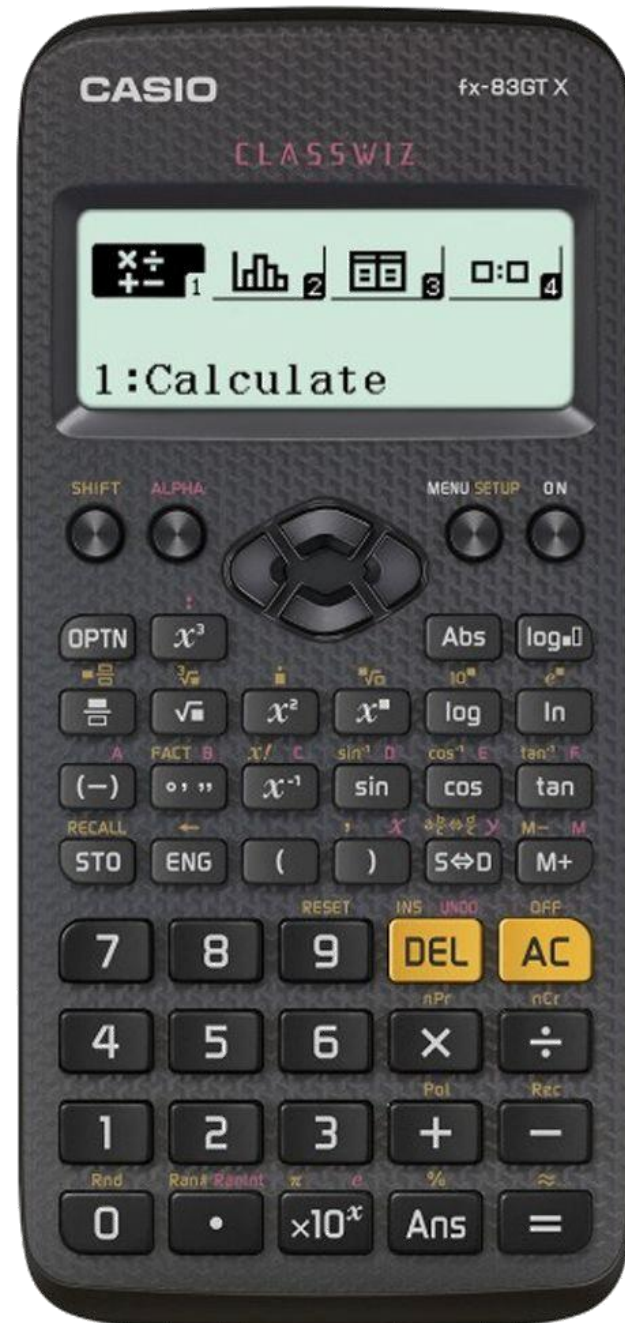
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge  
Organiser

Ruler

