

YEAR 7

KNOWLEDGE ORGANISER

Trinity 1

Learning - Loving - Living

“Wisdom is not a product of schooling but of the lifelong attempt to acquire it..”

Albert Einstein

Name:

Family Group:



How to use my Knowledge Organiser

The timetable shows the **subjects** you should be studying and the days that you should be studying them. You should **complete your work your exercise book**.

Each evening you should draw a straight line (using a ruler), under the previous day's work, and write the date, clearly at the top. You need to **bring your KO and exercise book with you to school EVERYDAY**.

The **KO** work that you have completed for the week will be checked in Family Group time **EVERY** Friday. If homework is not of an appropriate standard or amount will result in an after school detention. Knowledge tests will also be used frequently in lessons.

Subject Homework

Students will also be **given** additional subject homework to be completed throughout the week and/or can use FREE online revision tools such as www.senecalearning.com

It is also recommended that students regularly **READ** a variety of fiction and non fiction books that they choose for pleasure. This extra reading will help to develop and broaden their general knowledge.

In **ENGLISH** all students will be expected to complete 1-2 reading assignments each week by accessing www.CommonLit.org . Each assignment will take 20-30 minutes and students will be required to answer multiple choice questions to check their understanding of what they have read. Each class has a code based on the set they are in:

English Set Class Code for Commonlit

7.2	DNVQN4
7.1	WB96B3
7G1	77VZ7Z
7G2	5RKQR7

In **MATHS** students are expected to watch short explanation videos and complete activities on the online platform of <https://mathswatch.co.uk>. Students can log in using the details and password they use to log in to the school computers.

Homework Timetable

You should spend *at least* **1 hour** per night on homework = 3 subjects x 20 mins per subject

Year 7	Subject 1	Subject 2	Subject 3
Monday	Maths	History	PE
Tuesday	English	Geography	ICT
Wednesday	Maths	Religious Education	English
Thursday	English	Science	Creative
Friday	Maths	MFL	Performing Arts

Retrieval activity ideas



Knowledge organisers are for **learning and mastering** the knowledge in each subject. There are many different ways you can do this, however some **PROVEN** methods to try in your work book are:

4 Methods of Retrieval Practice

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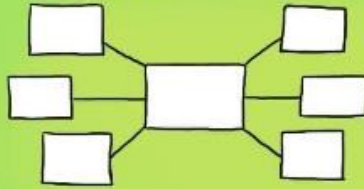
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

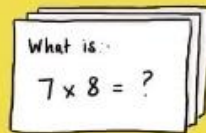
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

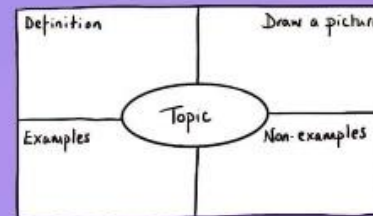
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Using flash cards successfully

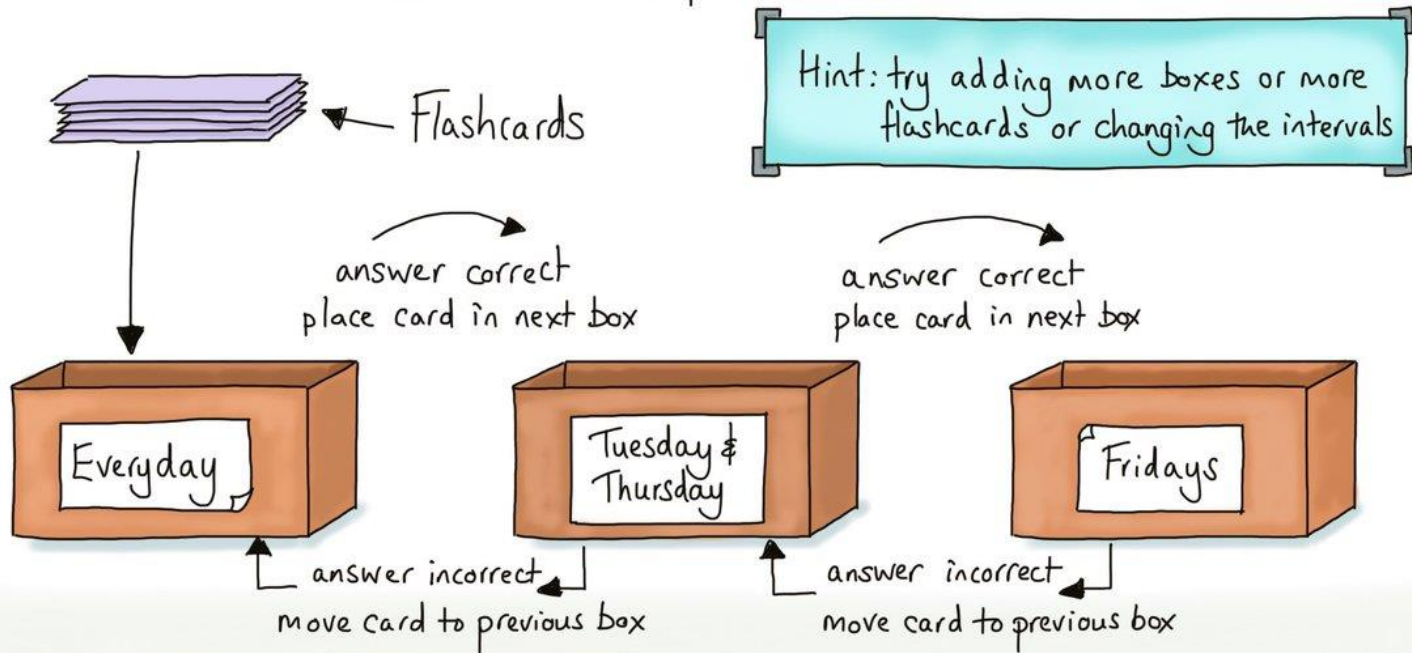


Once flash cards are created, you will need to use them correctly to have an impact. Follow the method below for the best knowledge retention

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LEITNER Flash card method

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An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

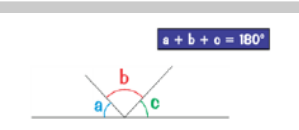
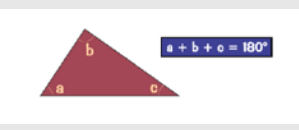
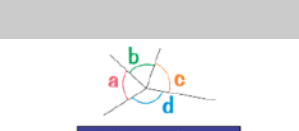
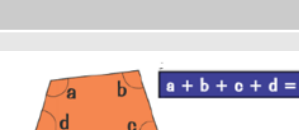
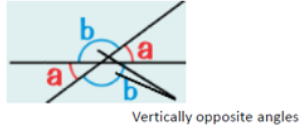
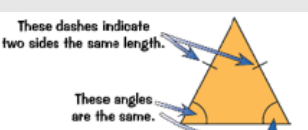

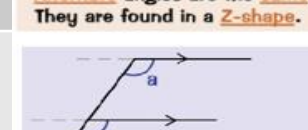
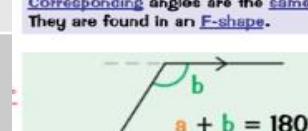
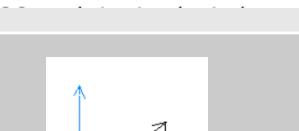
English Year 7 Trinity 1

Context	Definition	Key Characters	
Sophocles	Ancient Greek dramatist	Antigone	The tragic heroine of the play. The daughter of Oedipus
Thebes	A Greek city state in which the events of Antigone occur.	Creon	Antigone's uncle. The ruler of Thebes.
Polis	Greek city states	Eurydice	Creon's wife.
Patriarchy	A system of society or government in which men hold power	Ismene	Antigone's sister.
Great Dionysia	Ancient dramatic festival held in Athens in honour of Dionysus, the god of wine. Tragic and comic drama originated here.	Haemon	Son of Creon and Eurydice, betrothed to Antigone. His name means blood.
Theban Plays	Three plays concerning the fate of Thebes	Polynices	Antigone's brother. Killed by Eteocles before the play starts. Creon decrees that Polynices is not to be buried or mourned. Viewed as a traitor to the state.
Oedipus Rex	The story of Oedipus as king. He accidentally fulfils the prophecy made at his birth that he would kill his father and marry his mother.	Eteocles	Brother of Polynices. Killed by Polynices but is given proper burial rites.
Oedipus at Colonus	The banished Oedipus and his daughter Antigone arrive at the town of Colonus. Oedipus dies.	Teiresias	Blind prophet of Apollo.
Antigone	Story of Antigone's defiance against Creon's decree that Polynices is not to be buried.	Oedipus	The father of Antigone. Tragic hero who fulfilled a prophecy that he would kill his father and marry his mother.
Structure of Tragedy	Definition	Elements of Tragedy	
Hamartia	Tragic flaw	Tragedy	A play dealing with tragic events, especially one concerning the downfall of the main character.
Anagnorisis	Protagonists undergo a process of recognition in which they see their nature and destiny more clearly than before.	Antithesis	Direct opposites.
Peripeteia	Sudden reversal of fortune or change in circumstances	Chorus	Group of actors who described and commented on the main action of a play.
Catastrophe	Final event of dramatic action	Dramatic Irony	The full significance of a character's words or actions is clear to the audience but not to the character.
Resolution	Problem of the story is resolved or worked out	Protagonist	Main character in a story
Catharsis	Release of powerful, healing emotions.	Antagonist	A person who actively opposes or is hostile to someone.
Themes	Definition	Themes	Definition
Hubris	Excessive pride or self-confidence	Sacrilege	Violation or misuse of what is regarded as sacred
Tyranny	Cruel and oppressive government or rule	Loyalty	Strong feeling of support or allegiance
Divine Law	Rule that is believed to come from God or the gods.	Ostracism	Exclusion from a society or a group.
Civil authority	Power of command which a State exercises over its members.	Patricide	Murder of one's father
Anarchy	State of disorder due to absence or non-recognition of authority	Fate	Destined to happen
Patriot	Person who vigorously supports their country	Natural Rights	Rights that are universal and inalienable
		Edict	An official order issued by a person in authority.

English Year 7 Trinity 1

Key Vocabulary	Definition		
Inhibiting	Hinder, restrain	Microcosm	A representation of something on a much smaller scale
Overbear	Overwhelm, bring down with superior weight or force	Insolence	Rude and disrespectful behaviour
Legitimate	Conforming to law or rules	Obstinate	Stubbornly refusing to change one's opinion or chosen course of action
Vindication	Proof that something is right, reasonable	Impudent	Not showing due respect for another person; impertinent
Antinomies	A contradiction between two beliefs that are, in themselves, reasonable	Proclamation	A public announcement or declaration
Authoritarian	Favouring strict obedience	Annihilate	Utterly destroy
Fundamental	Of central importance	Treachery	Betrayal of trust
Dichotomy	A contrast between two things which are entirely different	Revere	Feel deep respect or admiration for
Audacity	Showing a willingness to take surprisingly bold risks	Deity	A god
Dogmatic	Inclined to lay down principles as undeniably true		
Solipsism	Quality of being self-centered or selfish	Subversive	Someone who undermines and challenges power, authority and order
Nihilism	Belief that life is meaningless	Prolifically	Producing a lot of something
Subvert	Undermine the power of authority	Innovative	Introducing new ideas, creative in thinking
Martyr	A person who is killed because of their religious or other beliefs	Radical	Innovative, not traditional
Pious	Deeply religious	Tyranny	Cruel government
Sacrilegious	Showing disrespect to something holy	Oligarchy	When a country is ruled by a small group of people. Government by the few
Fallible	Capable of making mistakes or being wrong	Usurp	To take illegally or by force
Admonish	To firmly reprimand, tell off	Scholar	A specialist in a particular branch of study, especially the humanities
Ramification	An unwelcome consequence of an action	Misogyny	Dislike of, or prejudice against women
Alluded	To refer to casually or indirectly	Erroneous	Wrong
Analogy	Comparison between one thing and another	Desecration	Damage or treat with disrespect
Impious	Showing a lack of respect for religion	Chastise	To rebuke or tell off seriously

MATHS Year 7 T1: Solving equations and angle properties

Term	Definition / Steps	Example	Angle facts
1 Equation	Expressions of equal value, connected by an =	$14 = a + 3$ $5 \times 6 = 30$	Angles on a straight line (at a point) add to 180 degrees 
2 Solve	Find the value of an unknown in an equation	$4 + a = 13$ $\therefore a = 9$	
3 Unknown	Variable with a fixed value; its value is found by solving	$15 = f - 12$ f is the unknown	Angles in a triangle add to 180 degrees 
4 Solving for the unknown	Finding the value of the unknown		
5 Simplify	Neaten or shorten an expression by collecting like terms	$4 + a - 1 = -15 - 3$ simplifies to $3 + a = -18$	Angles around a point add to 360 degrees 
6 Isolate	Cause the unknown to be on its own		
7 Eliminate	Remove, or get rid of, an operator		Angles in a quadrilateral add to 360 degrees 
8 Inverse	Opposite operation	The inverse of 3 is -3	
9 Balance	Performing the same operation on both sides of an equation	$5 + a = 16$ $-5 \quad -5$	Vertically opposite angles are the same 
10 Steps to solve an equation	<ol style="list-style-type: none"> 0. Simplify 1. Identify the unknown 2. Identify the operation to eliminate 3. Inverse and cancel 4. Balance the equation: inverse on both sides 5. New line 	$4a = 11$ $+4 \quad +4$ $\therefore a = 11/4$	
11 Operations to eliminate...	Are on the same side as the unknown	In $4 = a - 7$, eliminate -7	Base angles in an isosceles triangle are equal. 
12 If the unknown if negative...	<ol style="list-style-type: none"> 1. Isolate the unknown 2. Multiply both sides by -1 	$3 - a = 11$ $-3 \quad -3$ $-a = 8$ $\times -1 \quad \times -1$ $a = -8$	
13 If the unknown is in the denominator	Multiply both sides by the unknown first, then steps to solve	$\frac{3}{a} = 12$ $\frac{\cancel{3}a}{a} = \frac{\cancel{3}12}{\cancel{a}}$ $3 = 12a$ $-12 \quad -12$ $\frac{1}{4} = a$	Alternate angles in parallel lines are equal 
14 If there is an unknown on both sides...	Eliminate the smallest unknown first	$5a = 4a + 8$ $-4a \quad -4a$ $a = 8$	
			Corresponding angles in parallel lines are equal 
			Co-Interior angles add to 180 degrees (supplementary) 
			Complementary angles: Two angles whose measures add to 90 degrees. 

MathsWatch References			
Inequalities	A20a,A20b, 138,139	Angles	G13,G17,G18,G19,G23,G31
Forming and solving equations	A12, A17, A19a,A19b	Constructions , Loci and bearings	G27, G26a, G26b,G26c

Science Year 7 T1: Acids and Alkalis

Section 1: Key Words

Acid	Chemicals that have a pH of less than 7. The stronger the acid, the lower the pH number. They turn universal indicator red
Alkali	When a bases is dissolved in water it is called an alkali. They are chemicals that have a pH of more than 7. The stronger the alkali, the higher the pH number. They turn universal indicator blue
Neutral	Chemicals that have a pH of 7. They turn universal indicator green
pH	A number expressing the acidity or alkalinity of a solution
Indicators	a compound that changes colour in solution over a narrow range of pH values
Universal indicator	a mixture of dyes that changes colour gradually over a range of pH and is used (especially as indicator paper) in testing for acids and alkalis
Bases	Substances that can react with acids and neutralise them to make a salt and water are called bases
Concentration	The number of particles in a given volume of a substance

Section 4: Mixing acids and alkalis

Mixing an acid and an alkali is called a neutralisation reaction

The end product is neutral (pH of 7)

Acid	Type of salt produced
Hydrochloric acid	Chloride
Sulphuric acid	Sulphate
Nitric acid	Nitrate
Phosphoric acid	phosphate

General Equation				
Acid	+	Base (alkali)	→	salt + Water

Examples for different acids				
Hydrochloric acid	+	Sodium hydroxide	→	Sodium chloride + Water
Sulphuric acid	+	Potassium hydroxide	→	Potassium sulphate + Water
Nitric acid	+	Calcium oxide	→	Calcium nitrate + Water
Phosphoric acid	+	Iron oxide	→	Iron phosphate + water

Section 2: The pH scale

The pH Scale



	pH
Strong Acid	1-3
Weak Acid	4-6
Neutral	7
Weak alkali	8-10
Strong alkali	11-14

Section 6: Neutralisation reactions - application

Application	description
Antacids	Medicines that contain a base like sodium bicarbonate or magnesium hydroxide are used to neutralise excess stomach acid
Treat wasp stings	Wasp stings are alkali. Vinegar (acid) can be used to treat wasp stings as it neutralises the stings
Treat bee stings	Bee stings are acidic. Baking powder (alkali) can be used to treat bee stings as it neutralises the sting
Prevent tooth decay	Chocolate and decaying food produce acid in our mouth which reacts with the tooth enamel. Using toothpaste helps to neutralise the acid as toothpaste is alkali
Make fertilisers	Ammonia is often reacted with an acid to produce a salt high in nitrogen (good for growing plants).
To treat acidic/alkaline soil	Plants don't grow well in acidic soil. Bases like calcium oxide and calcium carbonate are added to the soil to neutralise its acidity. A compost of rotting vegetables and/or leaves. The plant matter releases carbon dioxide which is acidic and neutralises the alkaline soil
Shampoo	Shampoo is slightly alkaline, so you use conditioner, which is slightly acidic, to neutralise this.

Section 7: Types of Indicator

Indicator	Description	Colour Change	Use
Universal Indicator	Mixture of lots of different indicators	Red – acid Green – neutral Purple – alkaline	Everyday testing of solutions
Litmus	Vegetable based dye	Acid – red Alkali – blue	It is usually used in the form of paper impregnated with the litmus dye. This comes in two varieties, the red paper that is used to test for bases and the blue litmus paper that is used to test for acids.
Phenolphthalein		Pink – acid Colourless – alkali	Titration
Red cabbage	Made from red cabbage (the vegetable)	Red – acid Yellow – alkali Purple – neutral	Homemade indicator as safe to use – no hazards

Section 3: Hazard of Acids and Alkalis

Hazard	Definition	Symbol
Danger	Irritant can cause illness	
Corrosive	Can burn skin or material	
Oxidising	Provides oxygen to make other substances burn faster	
Toxic	Poisonous if ingested	

Section 5: Neutralisation reactions - method

1	Use a measuring cylinder to measure out 20cm ³ of acid and pour into the burette.
2	Measure 20cm ³ of sodium hydroxide into a flask/beaker
3	Add 2-3 drops of indicator with a pipette.
4	Slowly open tap on burette and let the acid drop out.
5	Stop when solution turns green.
6	Pour solution into a petri dish and leave overnight.
7	Note the amount of acid used to neutralise the alkali.
8	Repeat the experiment

Section 8: Strong and Weak Acids and alkalis

Strength of acid	pH	Colour of UI	Reaction with Metal
Strong acid	0-3	Pink – red	Lots of bubbling
Weak acid	4-6	Yellow – orange	Some bubbles
Neutral	7	Green	nothing
Weak alkali	8-9	Turquoise – blue	Nothing
Strong alkali	10-12	Lilac - purple	nothing

Subject:- Geography

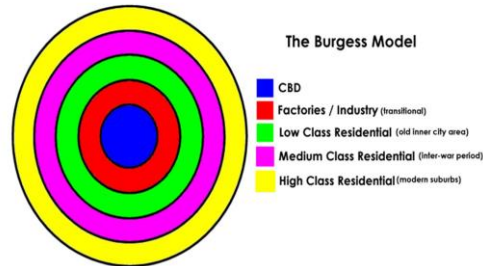
London-The Good, The Bad and the Ugly

Year 7

No.	Key Term	Definition
1	Population	The number of people in one area.
2	Urban	Towns and cities
3	Urbanisation	The growth of towns and cities.
4	TNCs	Trans National Corporations
5	New economy	Service sector economy- providing services not goods.
6	Tertiary sector	Service sector like doctors, teachers, shop workers and waiters
7	Finance	Banking
8	Rural	Countryside
9	Sparsely	Low population density-few people in an area.
10	Densely	High population density- lots of people in one area.
11	Distribution	The pattern of where things are located.
12	Migration	The movement of people from one area to another. Can be internal and external.
	Multiculturalism	A variety of different ethnic and or religious groups living in one area.
14	Democracy	People have the right to vote for their government.
15	Freedom of Speech	The freedom to criticize the government and leaders of the country.

First Model: Concentric Zone Model- Burgess- 1925- Based on Chicago

- It suggests that as cities develop and get larger they grow in concentric zones outwards



No.	The Burgess Model	
16	CBD	Central Business District- shops and offices
17	Low class residential	Small terraced housing
18	Medium Class	Semi detached housing, more space and more green space
19	High class residential	Large detached houses with large gardens. More space and it is cleaner.

No.	Regeneration	
20	Regeneration	Developing and improving old factory buildings and houses.
21	Rebranding	Changing the image of a location.
22	Brownfield sites	Sites that have already been built on, for example, an old factory.
23	Greenfield sites	Sites that have never been built on.
24	Decentralisation	People, shops, factories and businesses moving out of the city centre.
25	Footloose	Businesses that can move anywhere; as long as it has good quality internet connections.
26	Globalisation	How countries are connected through trade.
27	World City	Cities that have a wider influence around the world.

No.	London Key Facts	
28	Population	9.1 million
29	Average age	36.5 years
30	Average income	£39 000
31	Number of Boroughs	32
32	Population of Lewisham	301 000

Year 7 History, Trinity 1: What was Henry's great matter?

A timeline of Henry VIII's reign

1491	Henry is born at Greenwich Palace
1509	Henry becomes King and marries Catherine of Aragon
1531	Henry makes himself head of the Church in England.
1533	Henry divorces Catherine and marries Ann Boleyn.
1535	John Fisher and Thomas More executed.
1536	Dissolution of the Monasteries begins. Henry executes Ann and marries Jane Seymour. The Pilgrimage of Grace is brutally suppressed.
1537	Henry's son Edward is born. Jane dies giving birth.
1540	Thomas Cromwell executed

Why did Henry VIII break from Rome?

1. Succession	Henry desperately needed an heir to ensure a peaceful and stable succession. By the late 1520s he no longer believed that his wife Catherine of Aragon could provide him with a son.
2. Love	Henry had fallen in love with one of his wife's ladies in waiting Anne Boleyn. Anne did not want an affair but marriage.
3. Power	Henry's ministers had been unable to get the Pope to agree grant the divorce. This was humiliating. Henry believed that Kings should have power over the church in their own country.
4. Money	The Church was extremely wealthy because of tithes donations and the amount of land they owned. Henry was quite poor from his wars with France and needed money to fight future wars.
5. Religious beliefs	Some people criticised the Catholic Church for being corrupt. These were known as Protestants. Many of the supporters of Anne Boleyn were Protestant.

What are the differences between Catholic and Protestant?

Catholic



Protestant



- Services and Bible in Latin
- Head of the Church is the Pope in Rome.
- Churches are decorated and idols are displayed to show the love of god
- Miracles are performed at Mass.

- Services and Bible in English
- Head of the Country is also Head of the Church
- Plain whitewashed walls
- No miracles are performed

Key Words

1	Act of Supremacy	A law which made Henry head of the church in England
2	Anne Boleyn	Henry's second wife, executed for treason
3	Ann of Cleves	Henry's fourth wife. He divorced her because he found her ugly
4	Catherine Howard	Henry's fifth wife. Executed for treason.
5	Catherine of Aragon	Henry's first wife. Divorced after she failed to produce a son.
6	Catherine Parr	Henry's sixth wife. She looked after him in his old age.
7	Catholic	People who believed the Pope should be head of the Church.
8	Church of England	The Christian church in England. The king or queen is head of this church
9	Edward VI	The son of Henry VIII. A sickly boy who died young.
10	Elizabeth I	The younger daughter of Henry VIII. Became a powerful queen of England.
11	Henry VII	A powerful king and the father of Henry VIII
12	Henry VIII	King of England famed for having six wives
13	Jane Seymour	Henry's third wife who died giving birth to his son
14	Mary I	First daughter of Henry VIII. Became queen after her brother Edward VI died.
15	Pilgrimage of Grace	A rebellion against the King caused by religious and social problems. Brutally crushed by the King's supporters.
16	Pope	The head of the Catholic church in Rome
17	Protestant	A Christian who disagreed with the teachings of the Catholic church
18	Thomas Cromwell	A close friend and adviser of Henry, who was later executed for treason
19	Thomas Wolsey	An important priest who worked for Henry
20	Thomas More	Henry's childhood teacher. Refused to support Henry becoming head of the church and was executed
21	Tudors	The family of Henry VIII

Year 7 Religious Education– T1 Knowledge Organiser: Sikhism

OVERVIEW: Sikhism is a **monotheistic** religion – a religion that believes in one God. Their holy book is the Sri Guru Granth Sahib. **Granth** is a Hindi word which means ‘book’. An estimated 27 million people are followers of Sikhism, making it the ninth largest religion in the world.

HISTORY: Sikhism was started around 1500 by **Guru Nanak Dev**, the first of the ‘**Ten Gurus**’. He preached a message of love and understanding, and passed leadership of his new religion to nine successive Gurus. The final living Guru – **Guru Gobind Singh** – died in 1708. During his lifetime, Guru Gobind Singh established the Khalsa order (meaning ‘The Pure’) soldier-saints. The **Khalsa** uphold the highest Sikh virtues of commitment, dedication and a social conscious. They have undergone the Sikh baptism ceremony and follow the Sikh **Code of Conduct and Conventions**, and wear the prescribed articles of faith (5Ks)

PHILOSOPHY AND BELIEFS:

- There is only One God. He is the same God for all people of all religions
- The soul goes through **cycles of births and deaths** before it reaches the human form. The goal of life is to lead an exemplary existence so that one may merge with God. Sikhs should remember God at all times and practice living and **virtuous** and truthful life while maintaining a balance between their spiritual obligations and temporal obligations.
- Sikhism condemns blind **rituals** such as **fasting, visiting places of pilgrimage, superstitions, worship of the dead, idol worship**, etc.
- Sikhism preaches that people of different races, religions, or sex are all equal in the eyes of God.

GOD: Sikhism teaches that God lasts forever, cannot be seen, and has no body. It is taught that he created the universe, can destroy it, and keeps it running. He is considered to be **infinite**, with no beginning and no end. Sikhs worship him and meditate on his name through intense **repetition**. They believe everything is a part of God, and God is a part of everything. Good, bad, neutral are not applicable to God. Sikh philosophy indicates that human beings are **born innately good**.

Monotheism	Belief in one god
Guru	Leader of the Sikh religion
Khalsa	The military community of Sikhism who must follow the 5 Ks
Karma	The spiritual principle of cause and effect where the actions of the individual influence the future
Salvation	Becoming one with God
Gurdwara	A Sikh place of worship (temple)
Vaisakhi	An important Sikh festival also known as Basaki. It is a harvest festival celebrated on the first day of the Basak month in the Sikh calendar.

5 Ks:

The 5Ks are the things Sikhs wear:

- Having unshorn/uncut hair. This is called a **Kesh**. Whether male or female, a person is required to keep their Kesh covered. People usually cover their Kesh with a turban, or a scarf (Chunni).
- A wooden comb in their hair. This is called a **Kangha**. This symbolizes cleanliness which is an important part of Sikhism.
- A steel bracelet. This is for protection and physical reminder that a one is bound to the Guru. This is called a **Kara**. This is to show that god has no beginning and no end
- Cotton underwear that does not always have to be used as underwear. This is called a **Kachha**. It is a reminder to stay away from lust and attachment.
- A small sword. This is worn to defend one's faith and protect the weak. This is called **Kirpan**. It is only to be used in self-defence. Many of these are now welded shut.

Year 7 – T1 – Physical Education – Athletics

Athletics is made up of 3 disciplines; track (running), throwing and jumping.

Section 1 - Track events include; sprints (100m, 200m, 300m), middle distance (800m, 1500m) and relays.

Sprints:

The most important aspect of a sprint is the start (known as a sprint start) as a poor start can lead to the rest of the runners getting past you.

It is also important that you consider:

- Leg action (driving forward),
- Arm action (powering forward),
- Upright posture.

Middle distance running:

When running a middle or long distance event it is essential to **pace** yourself. This means not sprinting off but running or jogging at a constant speed for the duration of the event.

Sprinting technique:



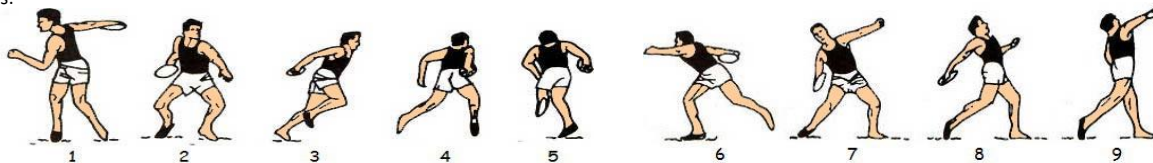
**100m
record =
9.58secs!**

Record breaking!

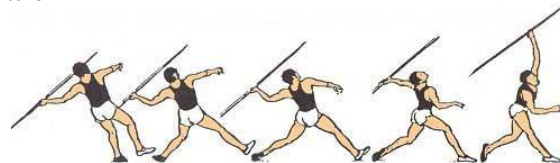
	Girls	Boys
100m	11:82	10:80
200m	23:74	22:13
300m	40:35	35:41
800m	02:08:08	01:56:00
1500m	04:29:09	04:04:20
High jump	1.81m	1.97m
Discus	42.06m	55.29m
Shotput	14.34m	18.03m
Javelin	44.81m	65.26m

Section 2 - Throwing events include; discus, javelin, shotput.

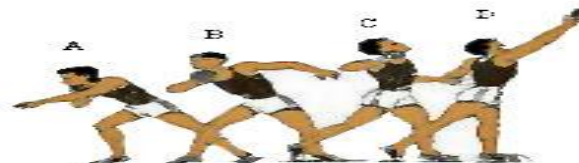
Discus:



Javelin:



Shotput:



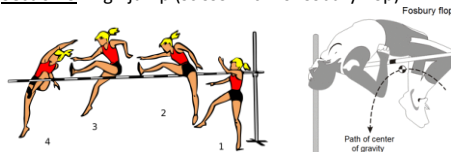
Teaching points:

Discus: wide stance, hand on top, spread fingers, swing arm back, release high.

Javelin: stand side on, fully extend arm behind, bring arm forward, transfer weight.

Shotput: stand die on; dirty fingers, clean palm, shot starts in neck and **pushes** through.

Section 3: High jump (scissor kick vs fosbury flop)



Questions:

1. Name the 3 disciplines in athletics and give an example.
2. What is essential in middle and long distance running and what does this mean?
3. Explain what is happening in the diagrams for discus, shotput, javelin.
4. Explain the sprinting technique diagram above.
5. What is the world record for 100m?

Year 7: DRAMA

Elements of Stanislavski's system.

Magic If: The actor start off by asking what would I do if I were in these circumstances or if certain circumstances were true?

Objective: What the character you are playing wants or needs in a scene?

Given circumstances: The facts, events, period, time and place of action and the conditions of life. (Who, what where, when)

Super Objective: What the character wants or need most in the play as a whole.

Imagination: The ability to give expression to the inner life of the character by adding whet the writer, director and others have left out.

Truth and Belief: The actual fact of real life used to bring alive something on stage. You train yourself to use your own inner judgement.

Attention: The ability to control the imagination and concentrate the actor's mind on what is taking place on the stage and prevents distraction.

Discipline; Physical, creative and mental self managing and a sense of responsibility to the actors and technicians around you.

Muscle relaxation: Removing tension from the muscles so as not to impede the freedom of movement. This should be developed daily.

Method of physical actions: You can start with a physical action and if it has an objective, it can make you feel what you should be feeling.

Year 7 – Cooking and Nutrition - Unit 2

Key words: Nutrients and Eatwell Guide

- Whole Grain** - All parts of the cereal grain is used.
- Nutrient** – Chemical in food that give nourishment.
- Energy** – the strength needed for physical effort
- Immune system** – the body's defence against infectious diseases
- Clotting** – the process that blood undergoes to prevent bleeding
- Antioxidant** – a molecule that is able to stop the oxidation process in other molecule
- Haemoglobin** – a protein responsible for transporting oxygen in the blood
- Saturated fats** – Type of fat mostly from animal sources
- Absorb** – to take in or soak up
- Maintenance**– routines that are necessary for keep the body in good health.
- Diabetes**– a condition that causes a person's blood sugar level to become too high.
- Obesity**– diet related disease where the body contains too much stored fat.
- Cardiovascular disease (CHD)**- The narrowing of the arteries that supply your heart with oxygen rich blood, due to the build up of fatty deposits within the artery walls

The Eatwell Guide is the UK Healthy Eating Model. It shows what we should eat as a balanced diet. The size of the sections represents the proportion of our diet that particular food group should make up.

- Starchy Foods**
- Provide slow release carbohydrate used by the body for energy
- Choose wholegrains for increased fibre (good digestion, reduced risk of heart disease)

37%

Water Intake

A balanced diet must include water, it is required for nearly all brain and other bodily functions

Fats, Oils & Spreads

- Provide fat soluble vitamins A,D,E & K
- Are high in calories & energy so keep use to a minimum
- choose unsaturated oils like olive oil

1%

39%

Fruits & Vegetables

- Eat 5 portions a day!
- Choose a variety
- Provides fibre for healthy digestion
- Provides vitamins and minerals

3%

12%

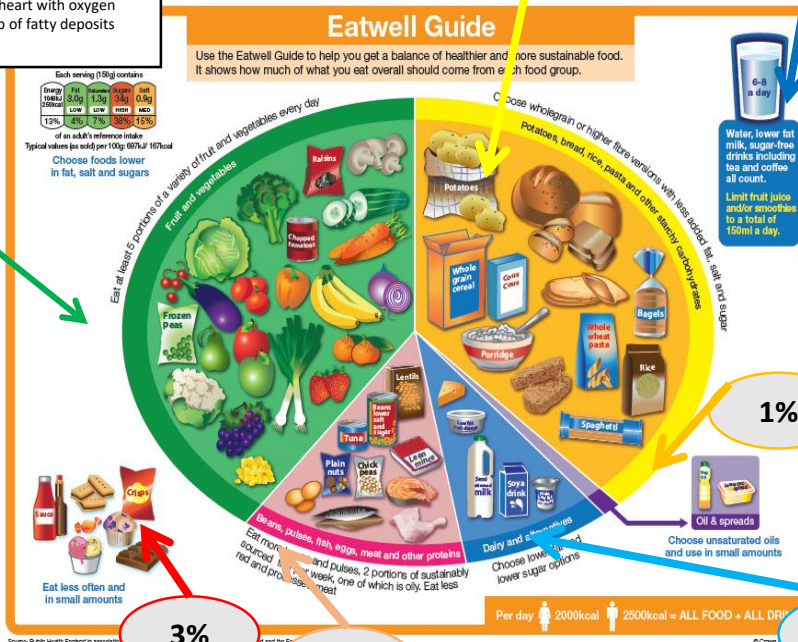
Beans, Pulses, Eggs, Meat, Fish

- Provide protein for growth, repair and maintenance of body cells
- Choose a combination of plant proteins
- Avoid eating too much processed meat like bacon and sausages

Dairy Foods

- Provide calcium for healthy bones, teeth and nails
- The body needs Vitamin D to absorb calcium effectively

8%



Nutrient	Function in the body
1. Macronutrient: Carbohydrates (Starch, sugar, fibre)	Needed by the body because they are the main source of energy in the body for movement. Needed by the body for digestion . (fibre)
2. Macronutrient: Protein	Needed by the body for growth Repairs the body when it is injured Gives the body energy (only if the body doesn't have enough carbohydrates)
3. Macronutrient: Fat	Insulates the body from the cold and provides a 'cushion' to protect bones and organs such as the kidneys. The body breaks down fat stores to release energy Vitamins A, D, E and K are fat soluble vitamins so are stored in our body fat and released when needed.
1. Micronutrient: Vitamin A	Maintains normal vision Good maintenance of skin and the mucus membranes Helps with a healthy immune function Fat soluble
2. Micronutrient: Vitamin D	Absorption and use of calcium Maintenance and strength of bones and teeth Fat soluble
3. Micronutrient: Vitamin E	Antioxidant that helps protect cell membranes Maintains healthy skin and eyes Fat soluble
4. Vitamin K	Normal clotting of the blood Fat soluble
1. Micronutrient: Vitamin B complex	Healthy nervous system Energy release from foods Water soluble
2. Micronutrient: Vitamin C	Absorption of iron Production of collagen that binds connective tissues An antioxidant Water soluble
1. Mineral Calcium	Strengthens bones and teeth Bones are able to reach peak bone mass Clots blood after injury Helps nerves and muscles to work properly
2. Mineral Iron	Supports the production of haemoglobin in red blood Helps transport oxygen around the body Vitamin C is required for absorption of iron

Food high in sugar and saturated fats are not part of a healthy diet and should be eaten in moderation

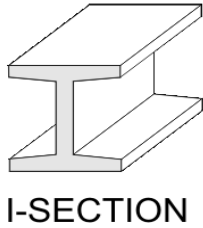
- increased risk of weight gain/obesity
- diabetes
- tooth decay cardiovascular disease (CHD)

Engineering Disciplines

Mechanical	Electrical and electronic	Aerospace
Communications	Chemical	Civil
Automotive	Biomedical	Software

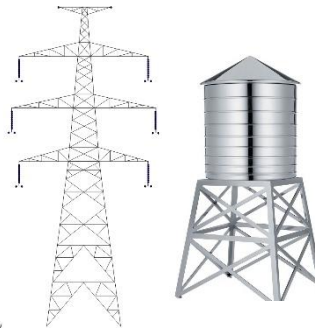
Beams

Beams are used to 'span' distances, such as the distance between two walls. How well the beam works depends the material it is made from and its shape. In some buildings you can easily see the steel girders that hold the roof up. An I section beam is the most common.



Triangulation

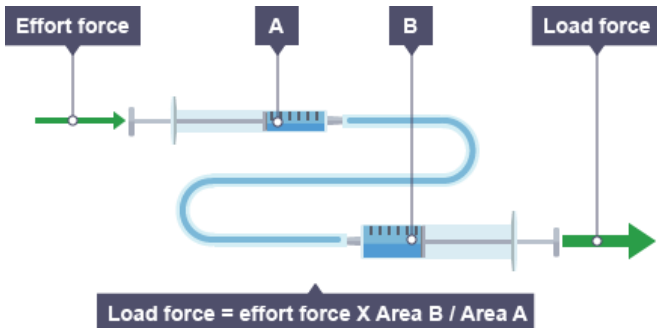
- Examples of triangulation are seen all around us especially in the construction industry (building and civil engineering).
- It is popular for building structures from large to small, permanent to temporary.
- A triangular form is one of the strongest shapes known to man. It is not surprising then that 'triangulation' is used in the construction of buildings and structures.



Hydraulics = Uses fluids Pneumatics = uses gas

Hydraulics is a technology and applied science using engineering, chemistry, and other sciences involving the mechanical properties and use of liquids. At a very basic level, hydraulics is the liquid counterpart of pneumatics, which concerns gases.

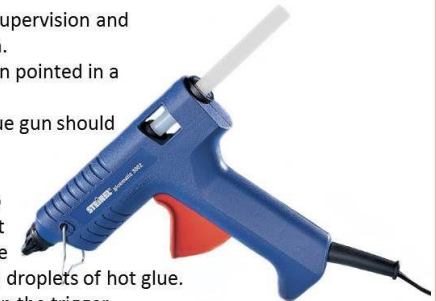
Fluid mechanics provides the theoretical foundation for hydraulics, which focuses on the applied engineering using the properties of fluids. In its fluid power applications, hydraulics is used for the generation, control, and transmission of power by the use of pressurized liquids.



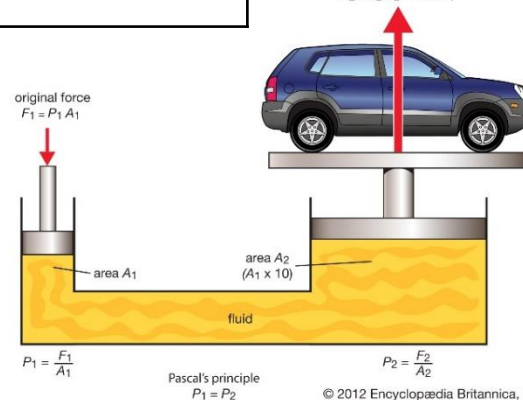
Health and Safety

Hot Glue Gun

- Always see the teacher for supervision and training using a hot glue gun.
- Always keep the hot glue gun pointed in a safe direction.
- When not in use, the hot glue gun should be stood on its stand (not laid on its side).
- The glue gun may take up to 5 minutes to heat up to melt the glue stick. Light pressure should be applied to release droplets of hot glue.
- Do not use excessive force on the trigger.
- Do not touch the nozzle.
- Avoid contact with the skin.
- If an accident occurs, seek first aid treatment and treat as a burn.
- Make sure the hot glue gun is switched off and left to cool when finished.



second force is 10 times original force
 $F_2 = P_2 A_2 = 10 \times F_1$



Pascal's principle

Pascal's principle, also called Pascal's law, in fluid (gas or liquid) mechanics, statement that, in a fluid at rest in a closed container, a pressure change in one part is transmitted without loss to every portion of the fluid and to the walls of the container. The principle was first enunciated by the French scientist Blaise Pascal. (See left).

Semaine 1

Les vacances en famille • Family holidays

Tous les ans ...	Every year ...
Normalement ...	Normally ...
nous allons ...	we go ...
en France	to France
en Espagne	to Spain
en Grèce	to Greece
en Italie	to Italy
aux États-Unis	to the USA
au Portugal	to Portugal
à la mer	to the seaside
à la montagne	to the mountains
à la campagne	to the countryside
Nous allons au restaurant.	We go to a restaurant.
Nous visitons des monuments.	We visit monuments.
Nous faisons du camping.	We go camping.
Nous faisons de la rando.	We go hiking.
Nous faisons de la natation.	We go swimming.
Nous faisons des activités sportives.	We do sports activities.
Nous restons en France.	We stay in France.

Je me prépare • I get myself ready

Je me douche.	I have a shower.
Je me fais une crête.	I make my hair spiky.
Je me parfume.	I put on perfume/ aftershave.
Je m'habille.	I get dressed.
Je me brosse les cheveux.	I brush my hair.
Je me lave les dents.	I clean my teeth.
Je me regarde dans la glace.	I look in the mirror.
Je me rase.	I shave.
Je me maquille.	I put on make-up.

Semaine 2

Les nombres et l'argent • Numbers and money

quarante	40
quarante-cinq	45
cinquante	50
cinquante-cinq	55
soixante	60
soixante-cinq	65
soixante-dix	70
soixante-quinze	75
quatre-vingts	80
quatre-vingt-cinq	85
quatre-vingt-dix	90
quatre-vingt-quinze	95
Tu as combien d'argent?	How much money have you got?
J'ai dix euros cinquante.	I've got ten euros fifty (cents).

Au café • At the café

J'ai faim et j'ai soif.	I'm hungry and I'm thirsty.
Vous désirez?	What would you like?
Je voudrais ...	I'd like ...
un café	a black coffee
un café-crème	a white coffee
un thé (au lait/au citron)	a tea (with milk/lemon)
un chocolat chaud	a hot chocolate
un coca	a cola
un jus d'orange	an orange juice
un Orangina	an Orangina
une limonade	a lemonade
un sandwich au fromage	a cheese sandwich
un sandwich au jambon	a ham sandwich
un croquemonsieur	a toasted cheese and ham sandwich
une crêpe	a pancake
une glace (à la vanille/à la fraise/au chocolat)	a (vanilla/strawberry/chocolate) ice-cream

Semaine 3

Qu'est-ce que tu vas faire? • What are you going to do?

Pendant les vacances ...	During the holidays ...
je vais ...	I'm going to ...
aller à la pêche	go fishing
danser	dance
faire de l'accrobranche	do treetop adventures
faire du karaoké	do karaoke
faire de la voile	go sailing
faire de la planche à voile	go windsurfing
nager dans la mer	swim in the sea
rester au lit	stay in bed
retrouver mes copains/ copines	get together with my mates

Quels sont tes rêves? • What are your dreams?

Je voudrais aller ...	I'd like to go ...
à Paris	to Paris
en Australie	to Australia
au Canada	to Canada
aux États-Unis	to the USA
Je voudrais ...	I'd like ...
être footballeur professionnel	to be a professional football player (masculine)
être danseuse professionnelle	to be a professional dancer (feminine)
habiter dans une grande maison	to live in a big house
avoir une voiture très cool	to have a really cool car
faire le tour du monde	to travel around the world
rencontrer mon acteur/ mon actrice préféré(e)	to meet my favourite actor/actress

Semaine 4

Les mots essentiels • High-frequency words

pendant	during
combien (de)?	how much?/how many?
à	to/in (+ town)
en	to/in (+ feminine country)
au	to/in (+ masculine country)
aux	to/in (+ plural country)
d'abord	first
ensuite	next
puis	then
finalement	finally
quelquefois	sometimes

Quels sont tes rêves? • What are your dreams?

Je voudrais aller ...	I'd like to go ...
à Paris	to Paris
en Australie	to Australia
au Canada	to Canada
aux États-Unis	to the USA
Je voudrais ...	I'd like ...
être footballeur professionnel	to be a professional football player (masculine)
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habiter dans une grande maison	to live in a big house
avoir une voiture très cool	to have a really cool car
faire le tour du monde	to travel around the world
rencontrer mon acteur/ mon actrice préféré(e)	to meet my favourite actor/actress

Semaine 5

**Special Test : you will only translate from English into French.
Revise the spelling of all vocabulary learnt in Michaelmas2**

Semaine 6

Assessments: Writing and Reading

Y7 Spanish T1

Trinity 1 – VivaLibro1– Mod4. Vocabulary **Mi ciudad**

Semana 1

¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...	una universidad	a university
un castillo	a castle	En...	In...
un centro comercial	a shopping centre	mi barrio	my neighbourhood
un estadio	a stadium	mi ciudad	my town, my city
un mercado	a market	mi pueblo	my village, my town
un museo	a museum	No hay museo.	There isn't a museum.
un parque	a park	No hay nada.	There's nothing.
una piscina	a swimming pool	unos museos	some museums
una plaza	a square	unas tiendas	some shops

Semana 2

una plaza	a square	unas tiendas	some shops
un polideportivo	a sports centre	muchos museos	a lot of museums
un restaurante	a restaurant	muchas tiendas	a lot of shops
una tienda	a shop		

¿Te gusta vivir en...? Do you like living in...?

Me gusta mucho vivir en...	I like living in... a lot.	porque hay/es...	because there is/it is...
No me gusta nada vivir en...	I don't like living in... at all.		

Semana 3

¿Qué hora es? What time is it?

Es la una.	It's one o'clock.	Son las ocho menos veinte.	It's twenty to eight.
Son las dos.	It's two o'clock.	Son las nueve menos cuarto.	It's quarter to nine.
Es la una y cinco.	It's five past one.	Son las diez menos diez.	It's ten to ten.
Son las dos y diez.	It's ten past two.	Son las once menos cinco.	It's five to eleven.
Son las tres y cuarto.	It's quarter past three.	Son las doce.	It's twelve o'clock.
Son las cuatro y veinte.	It's twenty past four.	¿A qué hora?	At what time?
Son las cinco y veinticinco.	It's twenty-five past five.	a la una	at one o'clock
Son las seis y media.	It's half past six.	a las dos	at two o'clock
Son las siete menos veinticinco.	It's twenty-five to seven.		

Semana 4

¿Qué haces en la ciudad? What do you do in town?

Salgo con mis amigos.	I go out with my friends.	a la cafetería	to the cafeteria
Voy...	I go...	a la playa	to the beach
al cine	to the cinema	de compras	shopping
al parque	to the park	de paseo	for a walk
a la bolera	to the bowling alley	No hago nada.	I do nothing.

Semana 5

En la cafetería In the café

Yo quiero...	I want...	gambas	prawns
bebidas	drinks	jamón	ham
un batido de chocolate/ de fresa	a chocolate/strawberry milkshake	pan con tomate	tomato bread
un café	a coffee	patatas bravas	spicy potatoes
una Coca-Cola	a Coca-Cola	tortilla	Spanish omelette
una Fanta limón	a lemon Fanta	¿Algo más?	Anything else?
un granizado de limón	an iced lemon drink	No, nada más.	No, nothing else.
un té	a tea	¿Y de beber?	And to drink?
raciones	snacks	¿Cuánto es, por favor?	How much is it, please?
calamares	squid	Son cinco euros setenta y cinco.	That's 5,75 €.
croquetas	croquettes		

Semana 6

¿Qué vas a hacer? What are you going to do?

Voy a salir con mis amigos.	I am going to go out with my friends.	Vamos a jugar al voleibol.	We are going to play volleyball.
Vas a ver la televisión.	You are going to watch TV.	Vais a chatear.	You are going to chat.
Va a ir de paseo.	He/She is going to go for a walk.	Van a hacer los deberes.	They are going to do their homework.

¿Cuándo? When?

este fin de semana	this weekend	luego	then
el sábado por la mañana	on Saturday morning	finalmente	finally
el domingo por la tarde	on Sunday afternoon/ evening	a las tres de la tarde	at three o'clock in the afternoon
primero	first	(un poco) más tarde	(a little) later

Palabras muy frecuentes High-frequency words

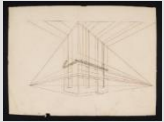
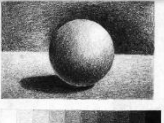
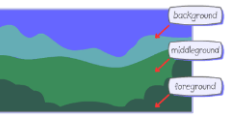
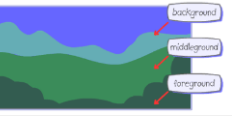

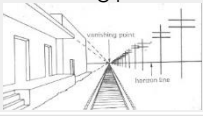
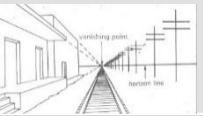
aquí	here	hasta	until
a ver	let's see	más	more
con	with		

**Special Test : you will only translate from English into Spanish.
Revise the spelling of all vocabulary learnt in Lent 2.**


Assessments: Speaking and Listening

Art Year 7 – Landscape

A. Key Terms

Keyword	Description
1. perspective 	The term perspective refers to the representation of objects in three-dimensional space (i.e. for representing the visible world) on the two-dimensional surface of a picture
2. Tonal Range 	Tone in an artistic context refers to the light and dark values used to render a realistic object, or to create an abstract composition. When using pastel, an artist may often use a colored paper support, using areas of pigment to define lights and darks, while leaving the bare support to show through as the mid- tone .
3. Foreground 	In a picture, objects low or directly in front of us are perceived as closest to us and are in the foreground
4. Background 	the part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest from the viewer.
5. Landscape painting 	A painting depicting natural scenes or a cityscape.
6. Vanishing point 	The point at which receding parallel lines viewed in perspective appear to converge
7. Horizon Line 	The horizon line art theory is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground.

B. Claude Monet



B1. Name of the artwork: The Houses of Parliament
 B2. Media: Oil Paint
 B3. Date: 1903
 Artist Information:
 B4: born 14 November 1840
 B5. From France
 B6. Famous for working in an impressionist style.

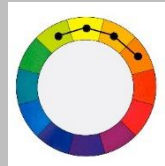
C. David Hockney



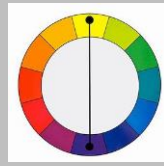
C1. Name of the artwork: Felled trees on woodgate
 C2. Media: Acrylic Paint
 C3. Date: 2003
 Artist Information:
 C4: born 9 July 1937
 C5. From England
 C6. Famous for use of bright bold colours and paintings of landscapes.

D. Colour Harmony

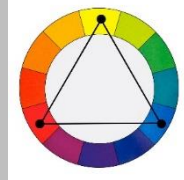
Last term you learned how to mix primary and




D1. Analogous colour scheme
 A colour scheme where the colours are next to each other on the colour wheel. This will give calm mood to your work.



D3. Complementary colour scheme
 Colours that are opposite each other on the colour wheel. These colours will look bright and bold next to each other.



D2. Triadic
 A colour scheme where three colours are equidistant to each other on the colour wheel.



D

4Primary	Secondary
red + yellow	=orange
red + blue	=purple
blue + yellow	=green

Year 7 Music - T1: Tonality

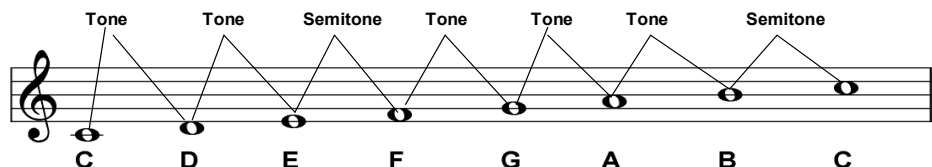
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KEYWORDS

- 1- Scale:** a series of notes in ascending and descending order.
- 2- Interval:** the distance between 2 notes.
- 2- Tone:** the interval of two semitones (1 note in between)
- 3- Semitone:** the smallest musical interval. The distance between 2 notes right next to each other (see the keyboard below).
- 12- Octave:** the distance of 8 notes (eg: C to C above or below)
- 4- Chromatic:** ascending or descending by semitones (playing every note, white & black)
- 5- Major:** a scale that has a 'happy' sound to it. Made up from the intervals: T-T-s-T-T-T-s.
- 6- Minor:** a scale that has a 'sad' sound to it. Made up from the intervals: T-s-T-T-s-T1/2-s.
- 7- Tonality:** The scale or key a piece is played in.
- 8- Accidental:** a note that is not in the scale, often using a #, ♭ or ♮.
- 9- Sharp (#):** raising a note by one semitone, often the black note above on a keyboard.
- 10- Flat (♭):** lowering a note by one semitone, often the black note below on the keyboard.
- 11- Natural (♮):** neutralising a # or ♭ returning the note to it's original form.
- 12 - Enharmonic:** the same note with two different names (C# and D♭)

1. Major Scales

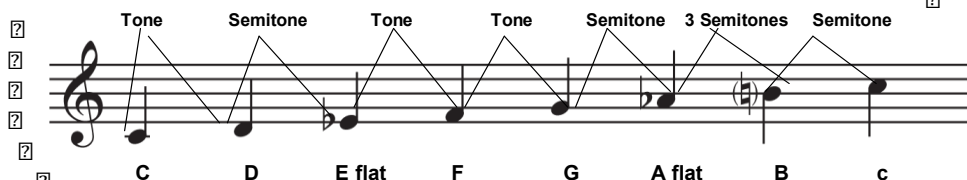
The pattern of tones and semitones shown below is the same for all major scales.



The distance from the bottom C to the top C is called an **OCTAVE**

2. Minor Scales

The pattern of tones and semitones shown below is the same for all minor scales.



The distance from the bottom C to the top C is called an **OCTAVE**

3. Accidentals & Intervals on the Piano

