

Need To Know Book

Year 7

Spring 2024

Name: _____

Form Group: _____



Be Kind.



Work Hard.



Take
Responsibility.

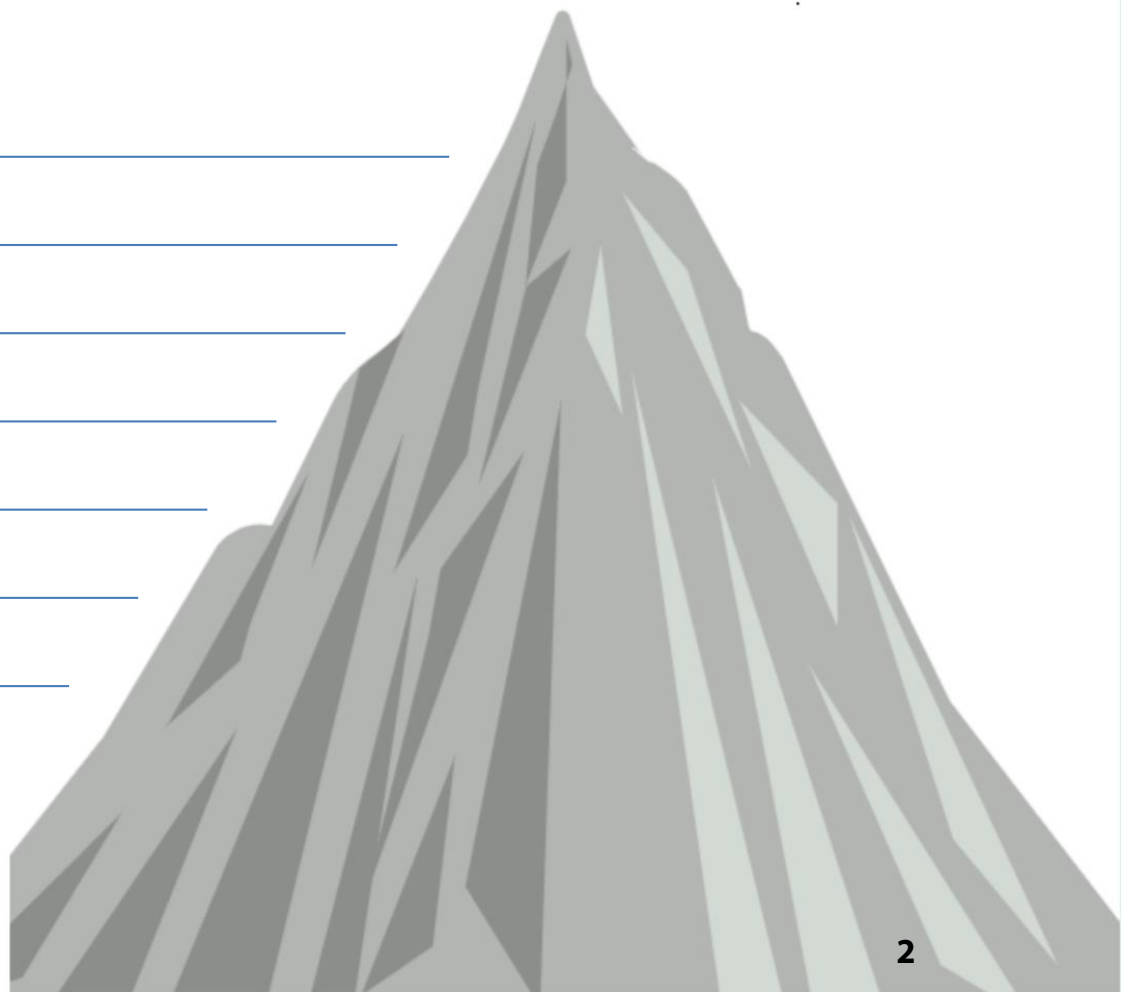


My Aspirational Sentence.

Little Lever School

be kind | work hard | take responsibility

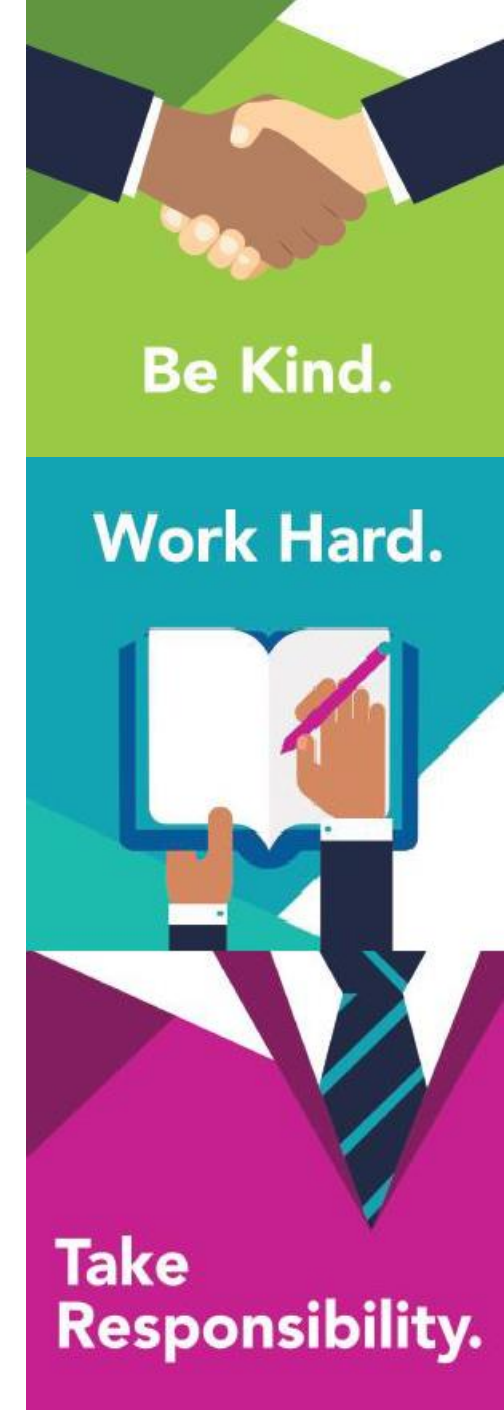
What does the top of my mountain look like?



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Knowledge Retrieval Sheet

What are knowledge retrieval sheets?

Here at Little Lever School, we think it is really important that you know what the essential knowledge is for each subject that you study. Learning takes place not only in the classroom, but in all areas of the school building, and at home. These **knowledge retrieval sheets** contain all the essential knowledge you will need to help revise and make progress towards achieving your best in all of your subjects.



By using your **knowledge retrieval sheets** each week you will be able to transfer your knowledge from your short-term memory, and make it stick. Within all your lessons, you will be asked to retrieve knowledge from your long-term memory. This might be in the form of quizzes or longer responses. These might require you to use lots of information you have already stored from previous lessons and from your own life experiences. These **Need to Know Books** will help you to check how much you can remember.

We have designed your **knowledge retrieval sheets** so that they are simple for you to use both in school and at home. You can even get others to help you. Below are some options for how you might use each sheet to make the knowledge stick in your brain so that you will be able to remember it.

Using Knowledge Retrieval Sheets- 5 Top Tips:



1

'Look, Cover, Say, Write, Check'- Look at a fact on your sheet, cover it up with your hand or a piece of paper. Say it out loud, write the fact down without checking and then uncover and check if you were correct.

2

'If this is the answer, what is the question?'- Quiz yourself by covering up facts on your sheet. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means.

3

Independent low-stakes quizzing- Use the questions on the back of each sheet to test yourself. You should write the answers on a separate sheet of paper so that you can use the question sheet again in future.

4

Paired low-stakes quizzing- Give your book or a sheet to someone else. (Could be a friend, teacher or family). They can ask you the questions on the back of any sheet and use the facts on the front to check if you are correct.

5

Flashcard Revision- Make flashcards using your knowledge sheets. Can you summarise the essential knowledge into your own words to put onto a pocket-sized revision card?








Art

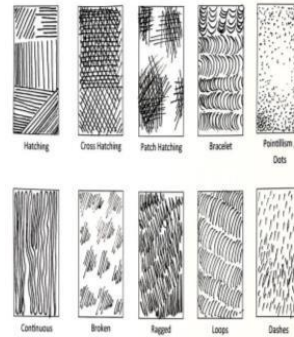


Helping every person achieve things they never thought they could.

Year 7 Art: The Shoe Project

The Formal Elements of Art

	Line	A line is an identifiable path created by a point moving in space . It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
	Tone	Tone refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones .
	Colour	Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary colour.
	Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular.
	Texture	Texture refers to the surface quality in a work of art . We associate textures with the way that things look or feel.
	Pattern	Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.
	Form	Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.



Mark making

Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen... Artists can also use mark-making to express feelings and emotions.

Collage

Collage (from the French meaning "to glue") describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.

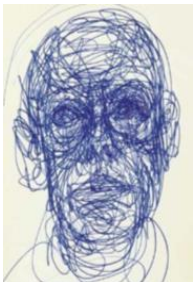


Mono printing

The monoprint is a form of printmaking where the image **can only be made once**, unlike most printmaking which allows for multiple originals. There are many techniques of mono-printing, in particular the monotype. Printmaking techniques which can be used to make mono-prints include **lithography**, **woodcut**, and **etching**.

Alberto Giacometti

A Swiss sculptor, painter, draftsman and printmaker, known for his sculptures of elongated human figures. His work was particularly influenced by artistic styles such as **Cubism** and **Surrealism**. Giacometti would often draw out his sculpture designs before he made them using a drawing technique called continuous line.



Continuous Line Drawing

The line in a continuous line drawing is **unbroken from the start to the end**. The drawing implement stays in uninterrupted contact with the surface of the paper during the entire length of the drawing.

Year 7 Art: The Shoe Project

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

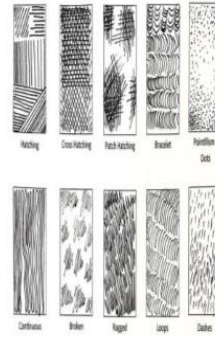
What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



Mark making

1. Give three examples of mark making techniques
2. What can mark making be used to describe?

Collage

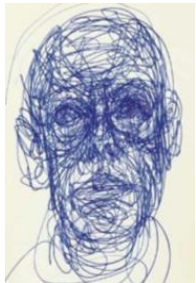
3. Which language does the word collage come from? What does it mean?
4. Give some examples of materials you could use.



5. Give some examples of printmaking techniques that can be used to make mono prints.

6. Which two art movements was Giacometti's work influenced by?


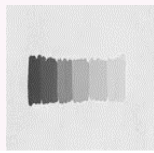





7. What kind of drawings did Giacometti use before creating his sculptures?



8. What is continuous line drawing?

Year 7 Art: Hundertwasser

The Formal Elements of Art

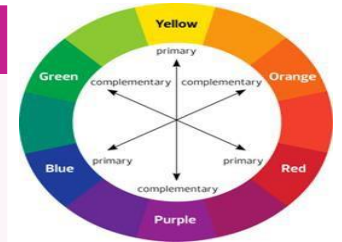
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Friedensreich (Fritz) Hundertwasser

Austrian painter, architect, ecological activist and philosopher. In his work, he used spirals, organic forms, wavy lines, bright colours, and a strong individualism. He wanted humans to live in harmony with nature, where there are no straight lines. Once, he called straight lines "something cowardly drawn with a ruler, without thought or feeling." He hated the way most buildings had straight lines and angles. He felt that buildings should fit and represent those who lived inside them. His building designs use natural forms, and often fit around nature rather than trying to bend nature to fit them.

Complementary Colours

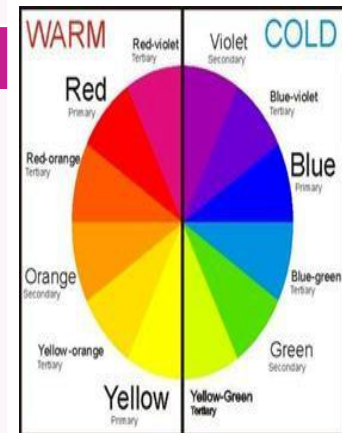
These are colours that are directly opposite each other on the colour wheel. Also called contrasting colours because they create the biggest contrast when placed next to each other (this means they make each other stand out more).



Warm and Cold Colours

The colour wheel can be split into two halves. Yellow, orange and red are warm colours because they remind us of things associated with heat such as the sun, beaches, and fire. Purple, blue and green are called cold colours because they remind us of things with the absence of heat such as water, ice, and grass.

Warm colours can be used to evoke stimulating feelings such as energy, while cold colours are more likely to have a calm, relaxing effect.



Harmonious Colours

Any colours that sit next to each other on the colour wheel. Also called Analogous colours. These groups of colours are called harmonious because they go well together.



Year 7 Art: Hundertwasser

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



1. Who was Friedensreich Hundertwasser?

2. Why did he dislike straight lines?

3. What are the key themes in Hundertwasser's work?

Colour Theory- questions

Answers

1. What are complementary colours?

2. What do complementary colour do when placed next to each other?

3. Name the three main pairs of complementary colours

4. What are harmonious colours?

5. Why are they called harmonious colours?

6. Name three harmonious colours

7. Name three warm colours

8. Name three cold colours

9. What kind of feelings can warm colours evoke?

10. What kind of feelings can cold colours evoke?

Which colours might you use if you wanted to portray a feeling of:

Excitement =
Boredom =
Anger =

Sadness =
Happiness =
Confusion =

Catering



Year 7 Catering

Why is personal hygiene important?

Your hands, hair, face, skin, clothing and jewellery can all be a source of bacteria which can be transferred onto food. This is known as cross-contamination.

Good personal hygiene is important to prevent the risk of food poisoning.

How to wash your hands properly

1. In a hand sink just for hand washing.
2. Use comfortably hot water
3. Rub vigorously for 15 to 20 seconds with antibacterial soap
4. Don't forget between fingers, wrists, fingertips and thumbs!
5. Rinse hands before drying with disposable towel (not a tea towel)!

What is a Risk Assessment?

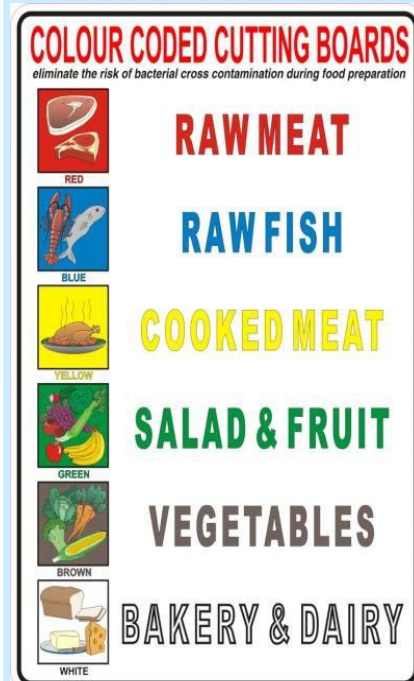
A risk assessment involves looking closely at something and deciding if there are any hazards that may cause a risk to people. A risk assessment is used to figure out what needs to be done to prevent the risk from happening.

What are the common symptoms if you have a food-borne illness?

1. Vomiting
2. Diarrhoea
3. Nausea
4. Abdominal and stomach pains
5. Fever/high temperature

Before we start practical we should always:

- Take off coats and blazers,
- Put on and fasten a clean apron,
- Tie hair up if needed
- Wash hands thoroughly.



What are the main ingredients for bread?

Strong flour, salt, oil/butter/yeast, salt

What is yeast?

It is a raising agent.

It can be bought as a dried, fresh or powdered form.

In order to grow and ferment (produce carbon dioxide gas) it requires four things: **food, moisture, warmth and time.**

Rubbing in is a technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones. When you knead dough or other food, you press and squeeze it with your hands so that it becomes smooth and ready to cook.

To **sauté** a dish means to cook it in a small amount of fat over high heat, making sure that the food doesn't stick to the pan.

To **simmer** means to cook something liquid, or something with liquid in it, at a temperature slightly below boiling

How do you use a probe thermometer?

Insert the stem of a probe thermometer into the thickest part of the food, or in the centre of the food if the food is even in thickness.

Wait at least 15 seconds for the reading to steady and then record the reading.

Hot food should reach at least 75c

The **Eatwell Guide** is a visual representation of the UK government's recommendations for a healthy and balanced diet

The guide is divided into five food groups, each representing a different type of food that we should aim to eat in appropriate proportions. The five groups are:

- Fruit and vegetables
- Starchy carbohydrates
- Protein foods
- Dairy and alternatives
- Oils and spreads:



Year 7 Catering

Why is personal hygiene important?	How do you wash your hands properly? 1. 2. 3. 4. 5.	What is yeast?	What does the Eatwell Guide show us?
		Explain the following food preparation terms: Rubbing in and kneading	
		Explain the following cooking terms: Sauté and simmer	
What is a Risk Assessment?			
What are the common symptoms if you have a food-borne illness? 1. 2. 3. 4. 5.			
What should we do before we start a practical?	What foods do you prepare on each of the following coloured chopping boards? Red, blue, yellow, green, brown and white	How do you use a probe thermometer?	

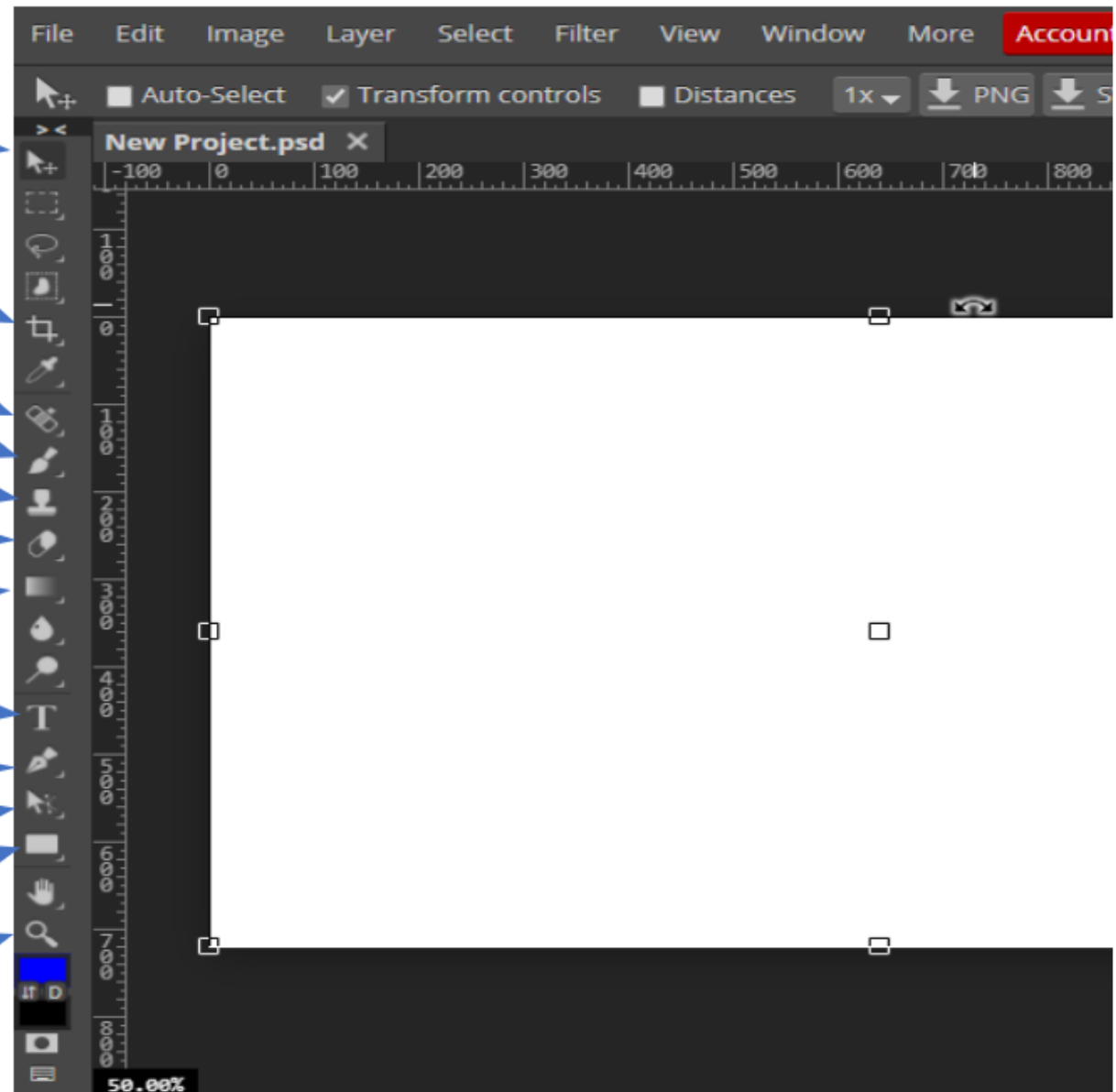
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Computing

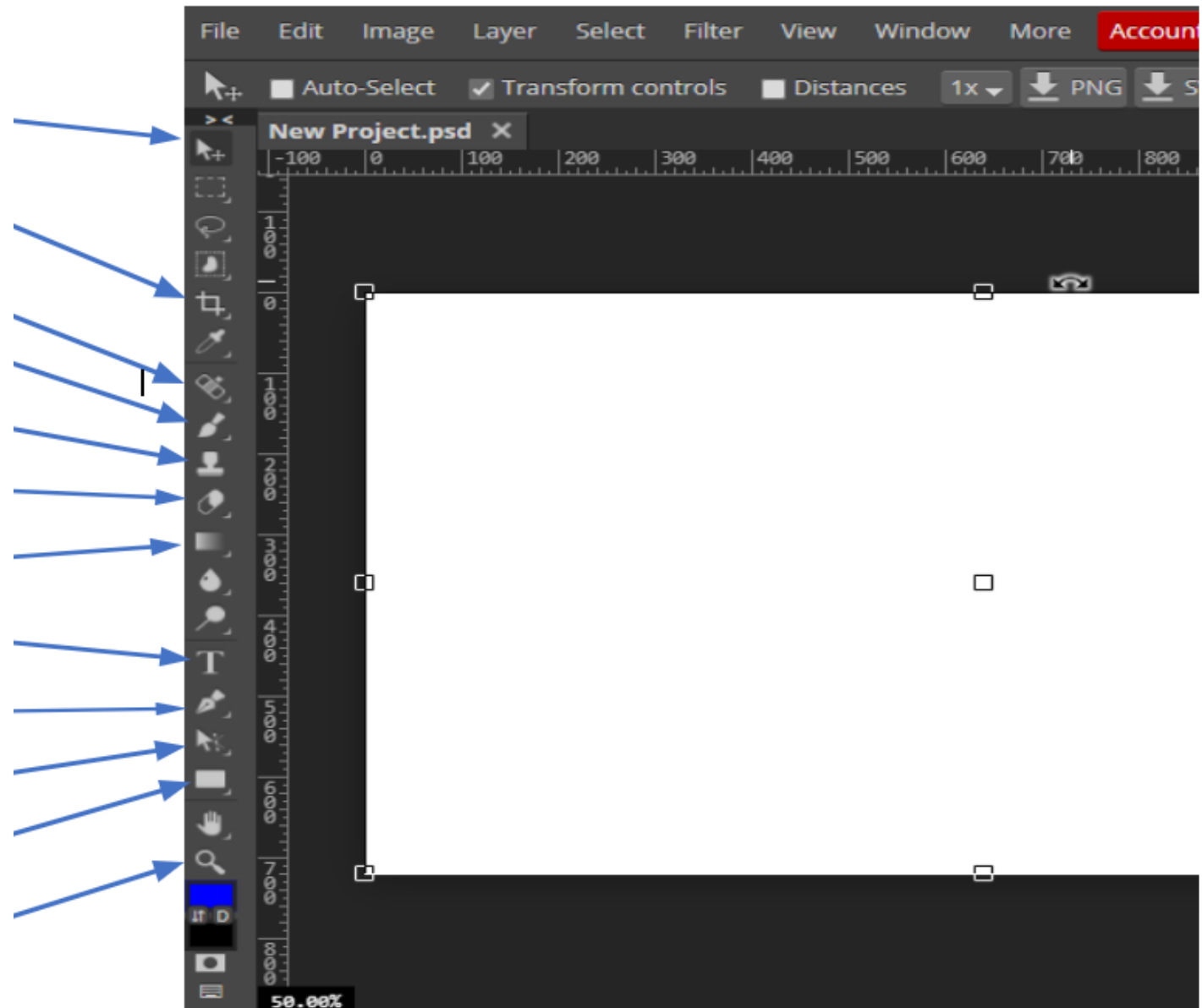


Helping every person achieve things they never thought they could.

- Move Tool
- Crop Tool
- Spot Healing Brush
- Brush Tool
- Clone Tool
- Eraser Tool
- Gradient Tool
- Type Tool
- Pen Tool
- Path Select
- Rectangle
- Zoom Tool



Year 7 Computing: Photopea Tool names



Year 7 Computing: Photopea Tool names and definitions and Copyright facts

Keyword	Definition
Move Tool	The Move Tool allows users to move objects, layers, or selections within a graphic editing software.
Crop Tool	The Crop Tool is used to trim or cut down the size of an image or canvas to a specific area.
Spot Healing Brush	The Spot Healing Brush is a tool that automatically samples and blends surrounding pixels to remove blemishes or imperfections.
Brush Tool	The Brush Tool is a versatile tool for painting, drawing, or adding color to an image using various brush shapes and sizes.
Clone Tool	The Clone Tool allows users to duplicate or "clone" a part of an image by copying pixels from one area and painting them in another.
Eraser Tool	The Eraser Tool is used to remove parts of an image or layer, making it transparent or revealing the layers below.
Type Tool	The Type Tool is used for adding text to an image or document. Users can choose fonts, sizes, and styles for the text.
Rectangle	In graphic design, a Rectangle is a geometric shape with four straight sides and four right angles, often used as a design element or container.
Zoom Tool	The Zoom Tool allows users to magnify or reduce the view of an image, making it easier to work on details or see the entire canvas.

Copyright Facts

1. Upon capturing a photo, you automatically own the copyright, giving you control over its use.
2. Including a copyright notice (e.g., ©) is optional; ownership is established upon taking the picture.
3. Privacy rights supersede copyright; taking and using someone's photo without consent violates their rights.
4. You can use copyrighted images for personal or educational purposes, but sharing them publicly without permission is illegal.
5. Reposting photos not taken by you on social media is against the law, despite its common occurrence. Sharing images you haven't captured yourself is technically illegal and breaches copyright.



Year 7 Computing: Photopea Tool names and definitions and Copyright facts

Keyword	Definition
Move Tool	
Crop Tool	
Spot Healing Brush	
Brush Tool	
Clone Tool	
Eraser Tool	
Type Tool	
Rectangle	
Zoom Tool	

Copyright Facts

1.Upon....

2.Including..

3.Privacy...

4.You...

5.Reposting....



Year 7 Computing: File types and Digital mapping

Keyword	Definition
JPG (JPEG)	A widely used image compression format that reduces file size by simplifying colours and removing some details.
PSD	A file format associated with Adobe Photoshop that preserves layers and other information for editable images.
PNG	A lossless image compression format that supports transparency and is often used for high-quality graphics.
Google Drive	A cloud storage service that allows users to save files online, access them from anywhere, and collaborate in real-time.
File Compression	The process of reducing the size of a file to make it more manageable, typically by removing unnecessary information.



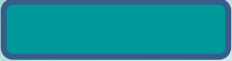
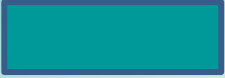

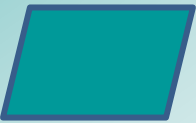

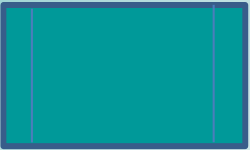
Keyword	Definition
Google Earth	A virtual globe and map service that provides satellite imagery, aerial photography, and street-level views.
Maps	An online mapping service that offers detailed maps, satellite imagery, and street views for various locations.
Street View	A feature in Google Maps and Google Earth that provides panoramic views at street level.
Photogrammetry Software	Software that processes images to create accurate measurements and 3D models of physical objects.
Augmented Reality	Technology that overlays digital information or imagery onto the real-world environment, enhancing the user's perception.
Digital Mapping	The creation and use of digital maps, involving various types of mapping data and technologies.
Geolocation	The process of determining and providing the geographical location of a device or user.
Features	Characteristics or functionalities present in digital mapping, such as layers, markers, and navigation tools.
Privacy and Security Concerns	People initially saw Google Street view as an invasion of privacy as pedestrians were “caught on camera”, Google developed an algorithm that could detect faces and automatically blur them out, and the same technology was applied to car registration numbers and house numbers.

Year 7 Computing: File types and Digital mapping

Keyword	Definition
JPG (JPEG)	
PSD	
PNG	
Google Drive	
File Compression	



Keyword	Definition
Google Earth	
Maps	
Street View	
Photogrammetry Software	
Augmented Reality	
Digital Mapping	
Geolocation	
Features	
Privacy and Security Concerns	

Symbol	Name	Description
	Start/End	Indicates the start or end of a process or program.
	Process	Represents a specific task or operation in the flowchart.
	Decision	Represents a decision point with multiple outcomes.
	Input/Output	Indicates data input or output in the flowchart.
	Flow Arrow	Represents the flow or direction of the process.
	Subroutine	A subroutine is a set of computer commands that do a specific job. You can use this set of commands many times in different parts of your program. Once the subroutine finishes its job, the program continues from where it left off.

Flowcharts

We use flowcharts to visualise algorithms and control systems. Flowcharts really help us to visualise and understand complex processes

Using Sensors in Control Systems

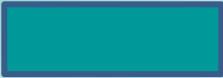
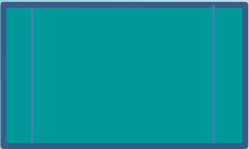
Basics

Humans have **5** senses:

- Sight
- Touch
- Taste
- Hearing
- Smell

We can use **sensors** to artificially give control systems similar senses: we can use cameras, temperature sensors, light or movement sensors, sound sensors, proximity sensors and even sensors that can detect air quality to give control systems feedback about the environment around them.



Symbol	Name	Description
	Start/End	
	Process	
	Decision	
	Input/Output	
	Flow Arrow	
	Subroutine	

Flowcharts

Using Sensors in Control Systems
Basics



Year 7 Computing: Sensor types

Types

Various sensors are used in control systems to monitor conditions allowing the control system to make decisions based on those conditions:

Sensor Type	Description	Example of Use in Control System
Temperature Sensor	Measures the temperature of a system or environment.	Regulating the temperature in a climate control system.
Pressure Sensor	Measures the pressure within a system or on a surface.	Maintaining optimal pressure in a hydraulic system.
Proximity Sensor	Detects the presence or absence of an object within a range.	Activating doors or lights when someone approaches.
Motion Sensor	Detects movement or changes in position within a defined area.	Triggering security alarms or turning on lights in response to motion.
Light Sensor	Measures the intensity of light in the environment.	Adjusting the brightness of indoor lighting based on natural light.
Humidity Sensor	Measures the moisture content or humidity of the air.	Controlling humidity levels in a greenhouse or HVAC system.
Flow Sensor	Measures the flow rate of liquids or gases in a system.	Regulating the flow of water in an irrigation system.
Level Sensor	Monitors the level of a substance, such as liquid or solid.	Controlling the liquid level in a tank to prevent overflow.



Year 7 Computing: Sensor types

Types

Various sensors are used in control systems to monitor conditions allowing the control system to make decisions based on those conditions:

Sensor Type	Description	Example of Use in Control System
Temperature Sensor		
Pressure Sensor		
Proximity Sensor		
Motion Sensor		
Light Sensor		
Humidity Sensor		
Flow Sensor		
Level Sensor		



Design and Technology



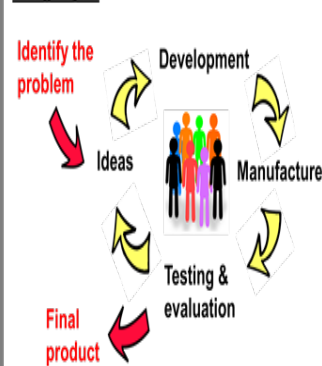
Helping every person achieve things they never thought they could.

Year 7 Design and Technology

Safety Rules in the Workshop

1. Always **listen carefully** to the teacher and follow instructions.
2. **Do not run** in the workshop, you could 'bump' into another pupil and cause an injury
3. Know where the **emergency stop buttons** are positioned in the workshop.
4. Always **wear an apron** as it will protect your clothes and hold loose clothing such as ties in place.

Design cycle



Structure

There are 2 types of structure:

Shell e.g. a boat, an egg, a turtle or a car
Frame e.g. a spiders web or Blackpool Tower

The function of a structure is to do one of the following:

Supports a load – holding something up.

Span a distance or reach across a gap.

Contain or protect something.

Shape objects, machines & buildings.

Structural Failure

If a structure is to be successful it must also remain stable and not collapse. If a structure collapses this is known as STRUCTURAL FAILURE.

Equipment

Three pieces of equipment which help us to mark out straight lines for cutting a piece of timber:

Try square
Stell ruler
Pencil



Jigs help you hold something to cut or drill it accurately.
Templates help you measure & mark out materials accurately.

CAD/CAM

Using computers to draw and drive machines is called **CAD / CAM** or **Computer Aided Design and Computer Aided Manufacture**.

Advantages of CAD

- Ideas can be drawn and developed quickly
- Designs can be viewed from all angles and with a range of materials
- Some testing and consumer feedback can be done before costly production takes place
- It becomes easier to design and test a range of ideas

Advantages of CAM

- Fast and accurate production
- Machines can run constantly on repetitive tasks
- Good for producing on a mass/flow production line
- Less material wastage

Vectorising an image

Doing this to an images changes the way it is drawn so that it is made of lines not pixels. This means the laser cutter can reproduce the image.

There are 5 types of force:

Tension (Pulling)
Compression (Pushing)
Bending (Creates tension & compression)
Shear (forces in opposite directions)
Torsion (Twist)

Pewter

Pewter is an attractive metal which has been used for the production of household and other items in Britain since Roman times. It is an alloy consisting mostly of tin. It can be melted and **cast** in the workshop to make different shapes. The metal is poured through a channel called the **sprue**. When the metal in the channel sets it is also called the sprue and needs to be cut off when finishing.

Finishing the pewter

Cut away the sprue using the junior hacksaw.

Smooth the edges of your keyring using a selection files to remove any burrs.

Use abrasive paper to smooth the edge further, removing any file marks.

Use abrasive paper (wet & dry) to smooth the back surface and remove any tarnish from the casting process.

Polish the front surface of your keyring to achieve a silver shine.

Year 7 Design and Technology

Year 7 Design and Technology		What do CAD/CAM stand for?	
List at least 3 safety rules for using the workshop:	What are the 4 stages of the design cycle? 1. 2. 3. 4.		
1. 2. 3.		List the 4 advantages of CAD	List the 4 advantages of CAM?
		<ul style="list-style-type: none">----	<ul style="list-style-type: none">----
Structure		Explain why you vectorise an image to use with the laser cutter.	What are the 5 types of force? 1. 2. 3. 4. 5.
Name the 2 types of structure: 1. 2. List the 4 functions of a structure: 1. 2. 3. 4. What is structural failure?			
Equipment		Pewter	
		Explain what pewter is and how we shape it? What is the sprue?	
Describe how you would accurately mark out a piece of timber. List the specific equipment you should use.	What is a jig? What is a template?	List the stages for finishing the pewter	

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Drama



Role-Play	Role play is a practice in which individuals take on a role as another person and act out or perform as that person or character.
Improvisation	Actors invent and create the content of performance. There is no script given in improvisation.
Freeze Frame	Freeze frame is where actors freeze at a particular point to show an important moment or scene.
Thought Track	This is a dramatic technique where an actor steps out of their scene and tells the audience directly, what they are thinking .
Scripted Performance	This is a form of Drama where the dialogue is written down along with stage directions .
Cross Cutting	Cross-cutting is a device to move between two or more scenes staged in the space at the same time .
Vocal Techniques	The skills and methods actors use to enhance their voice or speech on stage. For example; accent, volume, emphasis, pace, pitch and tone of voice .
Duologue	A dramatic performance limited to two performers .
Characterisation	This is the process of creating a character demonstrating their actions, words and thoughts.



Oliver Twist

Oliver Twist was written by **Charles Dickens** in the 1830s. The story follows the adventures of Oliver Twist, an **orphan** in 19th-century England, who faces a number of setbacks in his quest to find security and happiness. He lives in a harshly run orphanage until being sold as an apprentice to a cruel undertaker.



Victorian Schools

Victorian schools were very grim places! The classrooms were very basic, with very little on the walls. A lot of teaching was repetition, learning the names and dates of kings and queens, or reciting the times table.

Teachers were often **strict** and very **scary**! Children soon learnt to do what the teacher asked, otherwise they would get a rap across the knuckles with a ruler, or a clip around the ears.

Most teachers were not qualified by having a college education, they learnt "on the job" in a sort of apprenticeship.

The Victorian teacher would use a **cane** to punish naughty children. The cane was given on the hand or the bottom, or sometimes given across the back of the legs. All sorts of things might be punished: being rude, answering back, speaking out of turn, poor work, in fact anything that displeased the teacher.

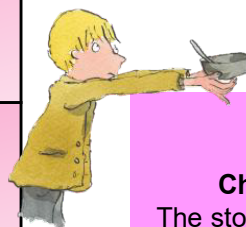


The Victorian Era

The **Victorians** were the people who lived under **Queen Victoria's reign** between 1837 and 1901. It was an era of exciting **discoveries, inventions** and exploration following the **Industrial Revolution**. The boom in industry saw lots of people moving to cities to find work. For the first time in world history, **more people lived in cities than in the countryside**, making city centres very cramped! Poor people lived in crowded **slums** — houses which were overcrowded, smelly and in bad repair.



Role-Play	
Improvisation	
Freeze Frame	
Thought Track	
Scripted Performance	
Cross Cutting	
Vocal Techniques	
Duologue	
Characterisation	



Oliver Twist

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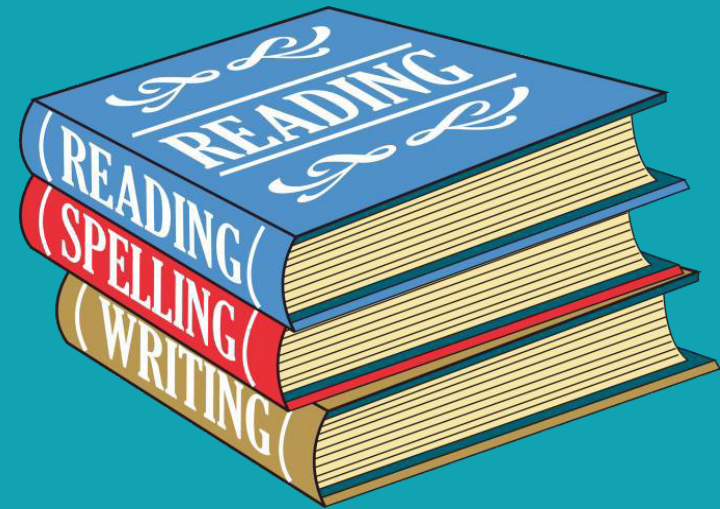


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English



Helping every person achieve things they never thought they could.

We use **quotations** from the text to prove that what we are saying about a text is true. We show it is a quotation by using **quotation marks**. We also refer to quotations as **evidence**. Quotations should always be **relevant** to the idea you are discussing.

All writers have an **intention** - this is a reason for writing and a message they want to deliver to the reader.

The **plot** of a story means the events that happen in the story.

The **setting** of a story is when or where it takes place..

Characterisation means how the characters are designed by the writer.

Themes are topics and ideas that occur in a text.

The **atmosphere** of a text is the mood or the feelings created in the text.

Writing about Literature

P Point Answer the question

E Evidence Include a quote

A Analyse Explain the inferences behind the quote in detail
Use the words as/so/because/which to explain your ideas fully

Z Zoom Explain what a powerful word or technique suggests



Language Technique	Definition
Oxymoron	Two opposite words in a phrase to show conflict or confusion <i>e.g. they have a love hate relationship</i>
Hyperbole	An exaggerated word or phrase to emphasise meaning <i>e.g. I am exhausted!</i>
Tripartite Structure	List of three, used to exaggerate or give examples of something <i>e.g. It was a long, dark, haunting night.</i>

A method is anything the writer does on purpose.

A **connotation** is a thought, feeling or idea we associate with a word. Writers pick words with specific connotations to shape how the reader thinks or feels.

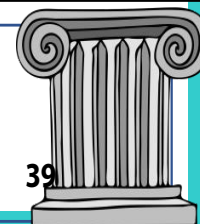
A **protagonist** is a leading character in a narrative.

An **antagonist** is a character that opposes (disagrees with) the protagonist.

Foreshadowing is where the writer hints at what might happen later in the text.



William Shakespeare, who lived in the 16th century, was a renowned playwright and poet. He created some of the most beloved plays in history, such as "Romeo and Juliet" and "Hamlet," which are still performed today. He helped to pay for The Globe Theatre in London to be built, where his plays were performed. In the 16th Century, women were not allowed to be actors. Female characters (like Juliet) would be performed by men.



Why do we use quotations?

What punctuations do we use for quotations?

How else do we refer to quotations?

What should quotations always be?

What is meant by the writer's intention?

What is a plot?

What is a setting?

What is Characterisation?

What are themes?

What is an atmosphere?

Writing about Literature

P Point _____

E Evidence _____

A Analyse _____
Use the words _____
_____ to explain your ideas fully

Z Zoom _____

Language Technique	Definition
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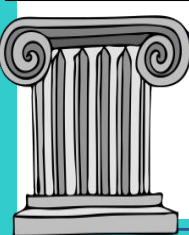
What is a method?

What is a connotation?

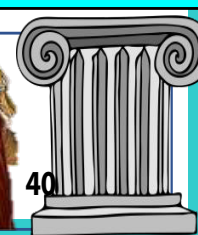
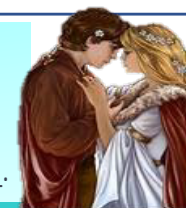
What is a protagonist?

What is an antagonist?

What is foreshadowing?



William Shakespeare, who lived in the _____ century, was a renowned _____ and _____. He created some of the most beloved plays in history, such as "_____" and "_____" which are still performed today. He helped to pay for The _____ Theatre in London to be built, where his plays were performed. In the 16th Century, _____ were not allowed to be actors. Female characters (like Juliet) would be performed by _____.



Vocabulary	Definition	Example
1. Play	A text that is written to be performed on stage, in a theatre, by actors.	<i>Shakespeare wrote many plays, including 'Romeo and Juliet'.</i>
2. Playwright	A person who writes plays.	<i>Shakespeare is a playwright and poet.</i>
3. Feud	An ongoing disagreement.	<i>The feud between the Capulets and the Montagues was continuous.</i>
4. Conflict	A fight, argument or disagreement.	<i>The streets of Verona were full of conflict.</i>
5. Loyalty	A strong feeling of support for someone or something, where you always stand by them.	<i>Juliet showed more loyalty to Romeo than her father.</i>
6. Tragedy	Can be used to describe a disastrous event. Is also a genre of play.	<i>Shakespeare's 'tragedies' include Hamlet, 'Macbeth' and 'Romeo and Juliet'.</i>
7. Fate	The belief that a person's life is already pre-planned and mapped out by the stars and/or God.	<i>Many believe Romeo and Juliet's meeting was fate.</i>
8. Mutiny	Where people refuse to obey authority, rebelling or rising against it	<i>There was mutiny in the streets of Verona so The Prince declared harsher laws.</i>
9. Deceive	Being dishonest or misleading people on purpose.	<i>Friar Lawrence deceived the Montague and Capulet parents.</i>
10. Impulsive	Acting in the movement, without thinking the consequences of your actions through.	<i>Some argue that Romeo's behaviour is too impulsive.</i>

Grammar	11. <u>Adjectives</u>	12. <u>Adverbs</u>	13. <u>Pronouns</u>	14. <u>First Person</u>	15. <u>Second Person</u>	16. <u>Third Person</u>
	Describe nouns	Describes verbs (actions)	Take the place of nouns in a sentence	Writing from your own point of view	Addressing the reader directly in writing	Discussing other people (not yourself or the reader).
	<i>Quiet, tense, loving, fierce, young, innocent, passionate, fearful.</i>	<i>Quickly, loudly, harshly, stupidly, tragically, happily, secretly</i>	<i>He, she, we, I, it, them, they, you, us</i>	<i>I, me, we, us, my, our</i>	<i>You, your</i>	<i>He, she, they, him, her, their, his, her</i>

Punctuation

17. ,

Commas

Used to separate items in a list.

Tybalt is loyal, violent and hateful..

18. '

Apostrophes for possession

Used to show something belongs to something else

Tybalt is Juliet's cousin.

19. '

Apostrophes for contractions

Used when words are blended together and letters are missed out.

Romeo and Juliet can't be together.

41

Vocabulary	Definition	Example
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Tybal is loyal, violent and hateful..

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Romeo and Juliet can't be together.

Geography

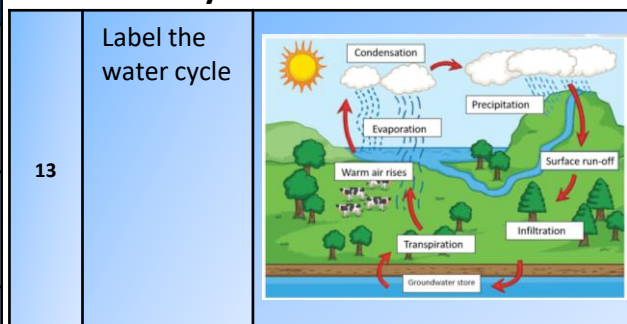


Helping every person achieve things they never thought they could.

Key Vocabulary

1	Condensation	
2	Evaporation	
3	Precipitation	
4	Surface run-off	
5	Transpiration	
6	Water Vapour	
7	Latitude	
8	Population	
9	Water deficit	
10	Water surplus	
11	Water availability	
12	Water insecurity	

The water cycle:



Where is the water:

14	Where does our water come from in the UK?	
----	---	--

Water use and extraction:

15	How is water used in agriculture?	
16	How is water used by industry?	
17	How is water used by domestic households?	

Water security:

18	Why does Ethiopia have water scarcity?	
19	What causes Haiti to have little clean water?	
20	Why is South America water secure?	

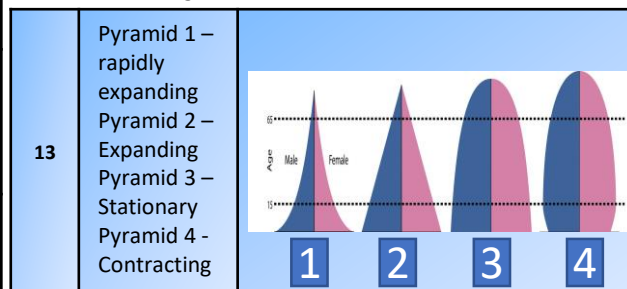
Water management:

21	Name four ways you can save water	
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Key Vocabulary

1	Population	The amount of inhabitants of a particular place
2	Population density	How many people are in a particular area e.g. per square mile
3	Life expectancy	The average age people live till
4	Natural increase	When there are more births than deaths
5	Natural decrease	When there are more deaths than births
6	Working population	The number of people at working age
7	Overpopulation	Where there are too many people in an area
8	Population control	Systems to limit the number of people in an area
9	Birth rate	The number of babies born per 1000 population per year
10	Death rate	The number of deaths per 1000 population per year
11	Migration	The movement of someone from one place to another.
12	Youthful population	A population with a higher percentage of young people.

Population pyramids:



Youthful population:

14	Name 3 advantages of a youthful population	<ul style="list-style-type: none"> There are more taxes paid as there are more citizens working There are lots of workers for the future Lots of young people could join the military creating a strong armed forces
15	Name 3 disadvantages of a youthful population	<ul style="list-style-type: none"> Young children need healthcare e.g. vaccination. These can be expensive to provide There may be a lack of housing resulting in homelessness Providing schools and teachers are expensive

Overpopulation:

16	Can the world achieve zero hunger by 2030?	No. If recent trends continue, the number of people affected by hunger will surpass 840 million by 2030, 9.8% of the population
17	How many people in the world go hungry?	Currently, 690 million people are hungry, 8.9% of world population.

Population control:

18	What are birth control programmes?	<ul style="list-style-type: none"> These aim to reduce the birth rate. Some governments do this by having laws about how many children you can have. Others may help couples plan to have children by providing free contraception and sex education.
19	What are immigration laws?	<ul style="list-style-type: none"> Immigration laws aim to control the number of people moving into a country. Governments can limit the number of people that are allowed to immigrate. They can also be selective about who they let in.
20	What is the China one child policy??	Established in 1979, it meant that each couple was only allowed one child.

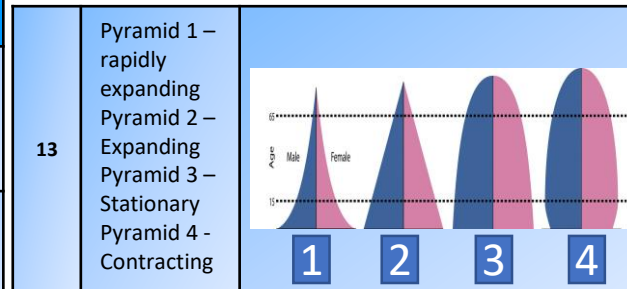
What's next:

21	Name two positives of population growth in Africa?	<ul style="list-style-type: none"> There may be a larger number of the population who are educated There will be a large working population. This will bring benefits to the economy.
22	Name two negatives of population growth in Africa	<ul style="list-style-type: none"> Population is growing faster than jobs are created More people means more greenhouse gas emissions that contribute to climate change Waste disposal may be an issue, leading to dirty cities

Key Vocabulary

1	Population	
2	Population density	
3	Life expectancy	
4	Natural increase	
5	Natural decrease	
6	Working population	
7	Overpopulation	
8	Population control	
9	Birth rate	
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Population pyramids:



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History



Helping every person achieve things they never thought they could.



King John

King of England 1199- 1216

Dad- Henry II

Taking over England after it has been engaged in a series of **crusades**



Crusades definition: A series of medieval military expeditions made by Europeans to the Holy Land in the 11th, 12th, and 13th centuries.

1199 – King John becomes King. He has no money as it has been spent by Richard the Lionheart on the Crusades.

1203 – Arthur, John's nephew and rival for the throne is murdered. He is only 16.

1203-04 - John is defeated in war with France. He loses most of his French lands.

1207 – John falls out with the Pope. He doesn't like the man the Pope has chosen for Archbishop of Canterbury.

1208 – Pope bans all church services.

1209 – Pope excommunicates John. John steals Church land and money.

1214 – John tries to win back lands in France. He loses and short of money tries to make the barons pay more.



How did King John upset the barons?

The barons began to fall out with the King. Some didn't like him being **excommunicated**; others disliked him losing lands in France. John made things worse, to pay for his wars he made them pay heavy fines and taxes. He sent some barons abroad and insulted others.



King John
King of England _____ - _____
Dad- Henry II
Taking over England after it has
been engaged in a series
of _____



Crusades definition:

1199 –

1203 –

1203-04 –

1207 –

1208 –

1209 –

1214 –



How did King John upset the barons?
The barons began to fall out with the _____. Some didn't like him being _____; others disliked him losing lands in F _____. John made things _____, to pay for his wars he made them pay _____ fines and taxes. He sent some _____ abroad and insulted others.

Magna Carta is Latin for 'great charter'

In 1215 the Magna Carta set out the laws which the king and everyone else had to follow for the first time.
This still applies to current day!

"No free man shall be seized or imprisoned or stripped of his rights or possessions... except by the lawful judgement of his peers."

Meaning: Everyone has the right to a fair trial.



"The Church is free to make its own appointments."

Meaning: The Church had the final say who was appointed to Church positions of power.

"No more than the normal amounts of money can be collected to run the government, unless the king's feudal tenants give their consent."

Meaning: The King was not allowed to demand more and more money from his nobility.

Magna Carta is Latin for ' _____ '

In 1215 ...

Meaning:



Meaning:

Meaning:

Historians think that the plague arrived in England during the summer of 1348. The plague spread quickly during the winter of 1348-1349 to the north of England. By 1350, nearly the whole of Britain was infected with the plague. **At the end of 1350 nearly one and a half million people were dead!**

How did the Black Death arrive in England? Merchants' ships frequently had rats on board. The rats which got on the boats in China and India, where it is thought the disease began, transferred the disease to the sailors on board, who transferred it to people working at the docks where they landed.

What did people believe caused the plague?

Sent by God to punish for sins.

The movements of the planets.

Being close to infected people.

Bad smells.



Types of plague

Bubonic plague	carried in the bloodstream of rats. Fleas bit the rats and become infected. They then hopped onto humans, bit them and passed on the disease.
Pneumonic plague	It was caught by breathing in the germs when an infected person coughed or sneezed. They would cough up blood and their lungs rotted inside them.

The symptoms of the Black Death



Day 1 Painful swellings called buboes appeared in the victim's armpits and groin. These were usually about the size of an egg, but could sometimes be as big as an apple.



Day 4 The disease attacked the nervous system. This caused the victim to suffer spasms. The victim was in terrible pain.



Day 2 The victim vomited and developed a fever.



Day 5 Sometimes the buboes burst and a foul-smelling black liquid oozed from the open boils. When this happened the victim usually lived. However, in most cases the victim suffered a painful death.



Day 3 Bleeding under the skin caused dark blotches all over the body.

Historians think that the plague arrived in England during the summer of _____. The plague spread quickly during the winter of _____ - _____ to the north of England. By 1350, nearly the whole of _____ was infected with the plague. **At the end of 1350 nearly _____ and a half _____ people were _____!**

How did the Black Death arrive in England?

What did people believe caused the plague?



Types of plague

Bubonic plague	
Pneumonic plague	

The symptoms of the Black Death



Why do the peasants revolt?



After the Black Death killed up to 50% of the population, it meant many people had to work harder on the land.



King Richard II was in charge in 1381. He was only 14! His uncle, John of Gaunt advised him.

Events of the Peasants Revolt

May 1381	A tax collector arrived in Fobbing, a village in Essex. The peasants refused to pay the poll tax and their opposition spread to surrounding villages in Essex and Kent.
Wat Tyler	Peasants gathered and started to march towards London, led by a man named Wat Tyler. They were joined by supporters from Norfolk and Suffolk.
John Ball	John Ball spoke to a crowd of peasants at Blackheath, in the south of London. He encouraged them to rebel and demand greater rights.
March on London	The crowd burned down buildings and freed prisoners. King Richard and his advisors took shelter in the Tower of London. Richard agreed to meet the peasants at Mile End, and the peasants gave their demands
Revolt gets out of hand	Peasants stormed the Tower of London and murdered Simon Sudbury, who was the Archbishop of Canterbury and also the Lord Chancellor. Robert Hales, who was Lord Treasurer, was killed as well.
Death of Wat Tyler and the end of the revolt	Richard agreed to meet the peasants again, this time at Smithfield. Wat Tyler was killed. Richard rode his horse over to the crowd of peasants. The peasants demanded that he abolish serfdom. Richard agreed, told the peasants that he was their leader and that they should leave the city. Most of the peasants did leave, believing that the changes Richard had agreed to at Mile End would be put in place. However, Richard did not keep his promises: serfdom was not abolished.

Key Term	Definition
Peasant	A peasant is a member of the working class, jobs include labourer, farmer and so forth.
Revolt	To attempt to overthrow the government. To oppose something.
Statute of Labourers in 1351.	This meant wages had to stay the same as before the plague outbreak.
Poll Tax	Everyone had to pay the same amount regardless of if they were rich or poor.

Why do the peasants revolt?



After the Black Death killed up to __% of the _____, it meant many people had to work _____ on the _____.



King _____ II was in charge in _____. He was only ____! His _____, John of Gaunt advised him.

Events of the Peasants Revolt

May 1381	
Wat Tyler	
John Ball	
March on London	
Revolt gets out of hand	
Death of Wat Tyler and the end of the revolt	

Key Term	Definition
Peasant	
Revolt	
Statute of Labourers in 1351.	
Poll Tax	

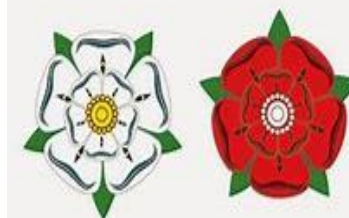
Year 7 History: The War of the Roses

The Wars of the Roses is a period of *civil war* between the House of York against the House of Lancaster over the throne of England. It ends with the beginning of the Tudor **dynasty**.

Key word- Civil war:

a war between citizens (people) of the same country

Key word- Dynasty: A line of hereditary rulers of a country.



White Rose of York

Red Rose of Lancaster

Timeline events		Key individuals	
1455	War of the Roses begins with the Battle of St Albans	Henry VI	He was the last Lancastrian ruler of England; Henry's reign was dominated by the Wars of the Roses. He was known as the mad King, and he kept having to take breaks from ruling. Richard of York often ruled when he was ill. His mental illnesses led to the War of the Roses
1561	30 th March: Edward of York is declared King Edward IV in London.	Edward IV	Oldest son of Richard of York descended from the fourth son of Edward III, he fought ferociously in the Wars of the Roses leading the Yorkist cause against the Lancastrians after his father's death in 1460 at the Battle of Wakefield.
1471	April: King Henry VI is imprisoned in the Tower of London	Richard III	Youngest brother of Edward IV, he was descended from the fourth son of Edward III. He was part of the Yorkist family.
1471	King Henry VI died mysteriously whilst captured. Leaving Edward IV to rule until his death in 1483.	Princes in the Tower	Edward IV died unexpectedly, and this left his two young sons, Richard 9 and Edward 12 to rule the country, as Edward was too young their Uncle Richard III ruled instead. They were placed in the Tower of London for safe keeping but soon escaped
1483	Richard III crowned King after his brother death	Henry Tudor (Henry VII)	He was descended from the third son, John on Gaunt, of Edward III and believed he had a stronger claim to the throne than Richard III who was descended from the 4th son of Edward III.
1483	Disappearance of the Richard III nephews from the Tower of London.	Elizabeth of York	Daughter of Edward VI, to settle England Henry Tudor married her after the Battle of Bosworth. This was to enable the Houses of York and Lancaster to unite. A very clever move by Henry Tudor.
1485	Battle of Bosworth Henry Tudor wins.	Lord Stanley	Originally on Richard III's side at the Battle of Bosworth, he switched sides during the battle, enabling Henry Tudor to ride over and kill Richard III.

Year 7 History: The War of the Roses

The Wars of the Roses is a period of _____ war between the House of _____ against the House of _____ over the throne of England. It ends with the beginning of the _____ dynasty.

Key word- Civil war:

Key word- Dynasty:



White Rose of York



Red Rose of Lancaster

Timeline events		Key individuals	
1455			
1561			
1471			
1471			
1483			
1483			
1485			

Year 7 History: Changes to religion under Henry VIII

Henry needed to divorce his first wife, Catherine of Aragon, to be free to marry Anne Boleyn in the hope she would provide him with a male heir to the throne.

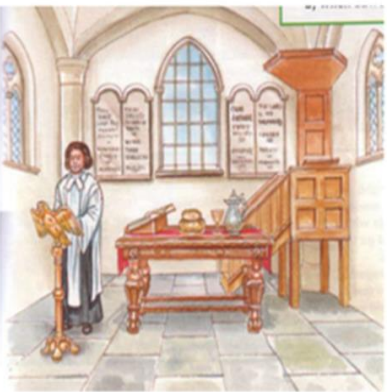
Henry VIII was a Catholic and the Pope refused to grant him a divorce in 1533. Many counties in Europe had been taking part in the Protestant Reformation. Henry VIII decided to change the religion of England to re-marry.

Heir	a person legally entitled to the property or rank of another on that person's death.
Protestant Reformation	A religious reform movement that swept through Europe in the 1500s. It resulted in the creation of a branch of Christianity called Protestantism, a name used collectively to refer to the many religious groups that separated from the Roman Catholic Church due to differences
Supreme Governor	Head of the Church of England, a position which is held British monarch (since Henry VIII)
Archbishop of Canterbury	Most senior bishop and a principal leader of the Church of England,
Pope	Head of the Roman Catholic Church

Key:

Catholic

Protestant



The pope is the head of the church	Underneath the pope are cardinals, archbishops, bishops and priests.	People have their own direct relationship with God through prayer and bible study.	The church acts as a link between God and the people.	Churches should be plain and simple to not distract from worshipping God.
Sins can only be forgiven by God (through prayer).	The bible and church services should in in your own language.	Priests are special and should wear special clothing (vestments).	Priests and not special and should not wear special clothing.	There are seven sacraments (special church ceremonies).
The Church can forgive sins.	Bread and wine simply represent the Last Supper. These is no miracle.	It's not necessary to have cardinals, or even archbishops or bishops.	During mass, a miracle occurs when bread and wine become the body and blood of Christ	Priests are forbidden to marry
There are only two sacraments: baptism and Holy Communion	Churches should be decorated in honour God.	The bible and church services should be in latin.	Priests can marry is they wish.	There should be no pope

Year 7 History: Changes to religion under Henry VIII

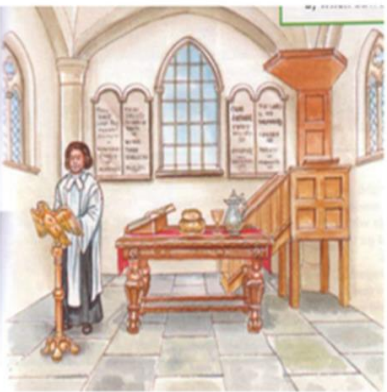
Henry needed to _____ his first wife, Catherine of _____, to be free to marry _____ Boleyn in the hope she would provide him with a male _____ to the throne.

Henry VIII was a _____ and the _____ refused to grant him a divorce in 1533. Many counties in _____ had been taking part in the Protestant _____. Henry VIII decided to _____ the _____ of England to _____-marry.

Key:

Catholic

Protestant



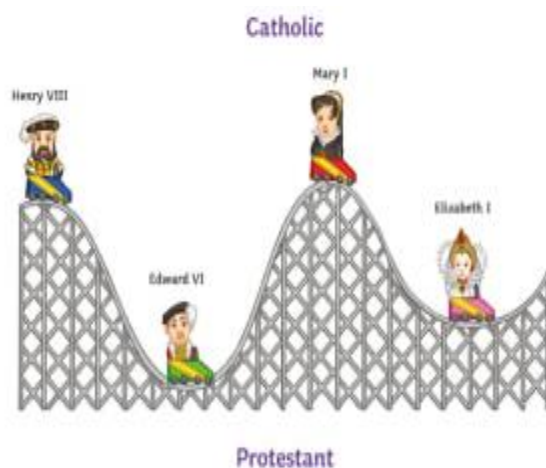
Heir	
Protestant Reformation	
Supreme Governor	
Archbishop of Canterbury	
Pope	

				62

1) Why is the Tudor dynasty referred to as a 'religious rollercoaster'?

The official religion of the country changed between Protestant and Catholic so many times over this period!

The Tudor religious rollercoaster



2) Edward VI

Edward was brought up Protestant and became king when Henry died in 1547. He believed in a strict form of Protestantism, so all priests had to wear plain clothes, pictures of saints were destroyed, and a new prayer book was written in English



3) Lady Jane Grey...Queen for 9 days



Edward named his protestant cousin as heir. Mary was angry when she discovered she had been overlooked for the throne, she marched down to London, imprisoned Lady Jane and executed her!

4) Mary I

Mary was a strict Catholic and because of this, married the then Catholic prince of Spain, Phillip In 1554, the country was formally united with the Catholic church and the Pope was declared 'Head of the Church' again.



5) How did Mary treat protestants?

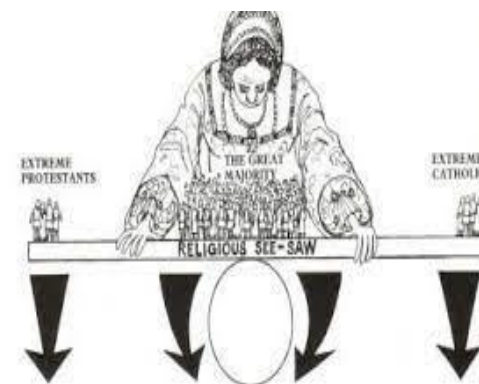
Between 1555- 1558, around 300 Protestants were burned to death for refusing to accept Catholic beliefs! BUT Nearly all evidence on this comes from one source (Foxe's Book of Martyrs) written by a Protestant who was very biased.



6) Elizabeth I

She takes on the throne following her Catholic sister Mary. The country is divided over religion.

Many Catholics did not feel she had a right to be Queen. Catholics did not recognise the divorce of her father Henry VIII to his first wife, Catherine of Aragon.

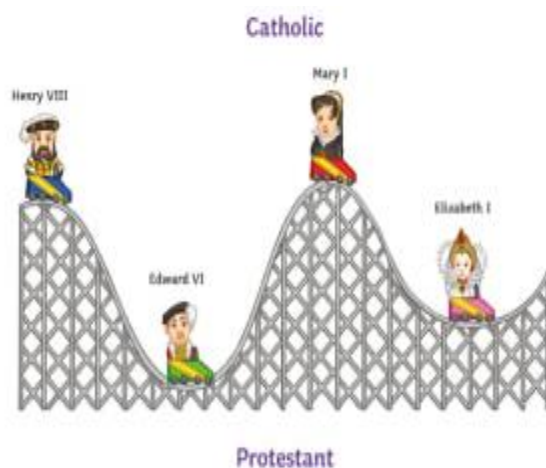


What is Elizabeths Middle Way?

Elizabeth was raised a Protestant but tried to find a 'Middle way' between the Catholics and Protestants. She wanted to keep both sides happy and prevent unrest.

1) Why is the Tudor dynasty referred to as a 'religious rollercoaster'?

The Tudor religious rollercoaster



2) Edward VI



3) Lady Jane Grey...Queen for 9 days



4) Mary I

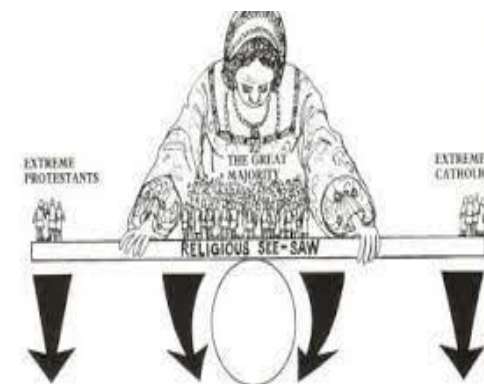


5) How did Mary treat protestants?



6) Elizabeth I

Many Catholics did not feel she ___ a right to be _____. Catholics did not recognise the divorce of her father Henry VIII to his first ____, Catherine of _____.



What is Elizabeths Middle Way?

Life Chances



Helping every person achieve things they never thought they could.

Road Safety

Key points to remember:

- Always use a crossing if you can. It might mean walking a bit further, but pedestrians are **three** times more likely to be killed when they don't use a crossing.

Look and listen for traffic and don't be distracted:

- *Put your phone away.
- *Stop chatting to friends.
- *Hold on to smaller children.
- *Look at the road and check the traffic before crossing.



Road Safety

Key points to remember:

- *Keep looking and listening. As you cross keep looking out for traffic in case there is something you didn't see, especially cyclists, electric cars or trams, as they can be very quiet.
- ***ALWAYS STOP, LOOK and LISTEN** before crossing a road.
- *Make eye contact with the drivers. If the driver does not look at you, assume they have not seen you.
- *Never cross in front of a lorry, bus or large vehicle.
- *Be patient and wait – vehicles go faster than we think .
- *Be seen. Wear or carry something bright.
- *When it is dark, cross near a streetlight or use a torch (most mobile phones have them).

Road Safety

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Look and listen for traffic and don't be distracted:

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- *When it is dark, cross near a _____ or use a torch (most mobile phones have them).



Dangers Around The Water

Seven things to watch out for:

Slippery banks – the banks on rivers and lakes can be very slippery, making it hard to exit the water.

Waste – unfortunately, some people dump their rubbish into our waterways. This can harm you if you touch sharp or entangling objects.

Pollution – some waterways contain dangerous chemicals which can hurt you.

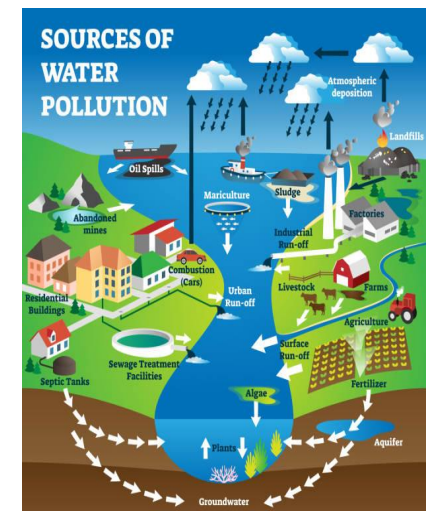
Currents – underwater currents can be very strong and sweep you away from safety within seconds.

Cold temperatures – open water in the UK remains cold all year round. This can cause your muscles to stop working properly. It can also make you gasp for air, potentially causing you to breathe in water.

Water levels – the depth of open water changes drastically. This can make wading treacherous and means you should never dive in without knowing the water's depth.

No lifeguard – swimming in the great outdoors means that you may be very isolated and that nobody will be there to help if things go wrong.

If you want to go swimming, it is much safer to always go to a purpose-built swimming pool with a lifeguard present.



Dangers Around The Water

Seven things to watch out for:

Slippery banks –

Waste –

Pollution –

Currents –

Cold temperatures –

Water levels –

No lifeguard –



Who is harmed and what type of accidents happen?

Tombstoning can lead to death and injuries.

- Most involve males (85%)
- Teenagers are involved in just over half the cases (55%), followed by those in their 20s
- Of the non-fatal incidents, spinal and limb injuries (both at 20%) were most reported.

Many of the non-fatal incidents have resulted in life-changing injuries.

Tombstoning - the name given to when a person falls or plunges into deep water, in a similar way a stone would.

Why is it dangerous?

- Water depths alter with the tide – the water may be shallower than it seems
- Submerged objects like rocks may not be visible – these can cause serious impact injuries
- The shock of cold water can make it difficult to swim
- Getting out of the water is often more difficult than people realise
- Strong currents can rapidly sweep people away

Tombstoning can cause serious injuries or death



Don't jump into the unknown

#BeWaterAware



NFCC
National Fire
Chiefs Council

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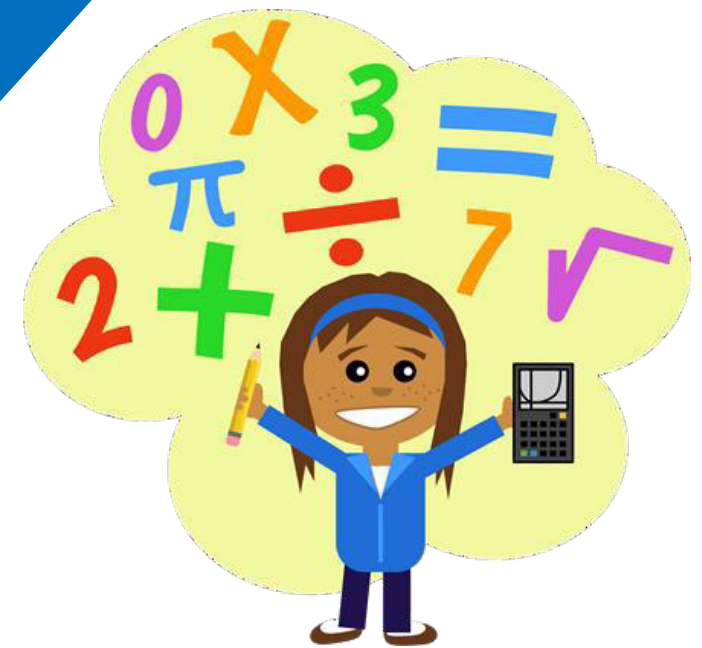
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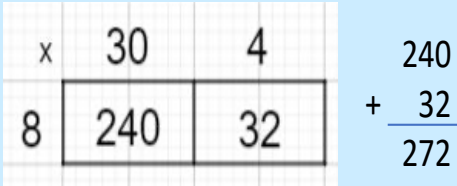
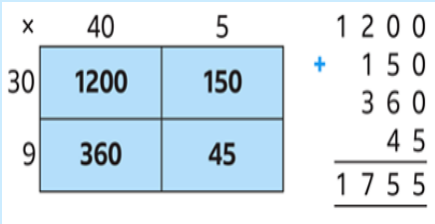
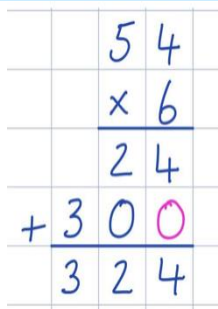

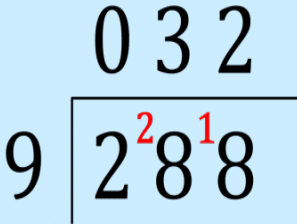
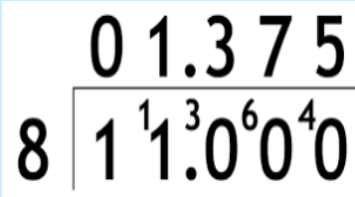


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National Fire
Chiefs Council

Maths



Helping every person achieve things they never thought they could.

	Key Skill	Thinking Points	WAGOLL	
1	Multiplying using the grid method	<p>Partition both numbers</p> <p>Create a grid and write the partitioned first number along the top, and the partitioned second number along the side</p> <p>Use the grid to multiply these numbers</p> <p>Add up the numbers inside the grid</p>	34×8 	45×39 
2	Multiplying using the column method	<p>Write one number underneath the other, making sure the place value alignment is correct.</p>	54×6 	35×46 
3	Dividing using the bus stop method	<p>The dividend (the number being divided) is under the shelter of the bus stop.</p> <p>The divisor (the number the dividend is divided by) is outside the bus stop.</p>	$288 \div 9$ 	$11 \div 8$ 

	Key Skill	Practice	
1	Multiplying using the grid method	8×39	21×73
2	Multiplying using the column method	26×7	89×14
3	Dividing using the bus stop method	What is 628 divided by 9?	What is 258 divided by 12?

	Key Skill	Thinking Point	WAGOLL																		
1	Working out the range	<ul style="list-style-type: none">The range shows us how spread out a set of data is.The range only considers the highest and lowest values.Subtract the smallest number in your data set from the largest number.	<p>Find the range of: 8 5 23 11 6 2 14 17 Range: 23 – 2 = 21</p> <p>Find the range of: -4 7 -6 19 0 5 -1 12 1 18 Range: 19 – – 6 = 25</p>																		
2	The Mean From a list	<ul style="list-style-type: none">Add together all the numbersThen divide by how many numbers there are	<p>Find the mean of: 3 2 8 7 3 + 2 + 8 + 7 = 20 20 ÷ 4 = 5 Mean = 5</p> <p>Find the missing number, when the mean of the numbers is 8: 6 10 ? 13 2 8 x 5 = 40 (total) 6 + 10 + ? + 13 + 2 = 40 6 + 10 + 13 + 2 = 31 40 – 31 = 9 ? = 9</p>																		
3	The Mean From a frequency table	<ul style="list-style-type: none">Add together all the frequenciesCreate a new column titled number x frequency and fill in this columnWork out the total of this columnDivide the answer from total of the number x frequency column by the total frequencies	<table><tr><th>Age</th><th>Frequency</th><th>Age x Frequency</th></tr><tr><td>10</td><td>4</td><td>= 40</td></tr><tr><td>11</td><td>6</td><td>= 66</td></tr><tr><td>12</td><td>3</td><td>= 36</td></tr><tr><td>13</td><td>2</td><td>= 26</td></tr><tr><td></td><td>15</td><td>168</td></tr></table> <p>168 ÷ 15 = 11.2</p>	Age	Frequency	Age x Frequency	10	4	= 40	11	6	= 66	12	3	= 36	13	2	= 26		15	168
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	Key Skill	Thinking Point	Practice												
1	Working out the range	<ul style="list-style-type: none">What is the range?	<p>Find the range of: 2 5 23 11 6 0 14 17</p> <p>Find the range of: -4 7 -8 19 5 -1 12 1 22</p>												
2	The Mean From a list	<ul style="list-style-type: none">How do you work out the mean from a list of numbers?	<p>Find the mean of: 3 2 10 8 7</p> <p>Find the missing number, when the mean of the numbers is 7: 6 10 ? 13 2</p>												
3	The Mean From a frequency table	<ul style="list-style-type: none">What is the first step in working out the mean from a frequency table?What do you do next?What is the final step?	<p>Work out the mean number of pets</p> <table><tr><th>Number of Pets</th><th>Frequency</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>1</td></tr><tr><td>5</td><td>2</td></tr></table>	Number of Pets	Frequency	1	4	2	3	3	2	4	1	5	2
Number of Pets	Frequency														
1	4														
2	3														
3	2														
4	1														
5	2														

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	Key Skill	Thinking Point	WAGOLL
1	Highest Common Factor by listing	<ul style="list-style-type: none"> List the factors of both numbers Find the highest number that appears in both lists 	<p>HCF of 12 and 30</p> <p>Factors of 12: 1, 12, 2, 6, 3, 4</p> <p>Factors of 30, 1, 30, 2, 15, 3, 10, 5, 6</p> <p>HCF = 6</p>
2	Lowest Common Multiple by listing	<ul style="list-style-type: none"> List the multiples of both numbers Find the lowest number that appears in both lists 	<p>LCM of 12 and 30</p> <p>Multiples of 12: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120</p> <p>Multiples of 30, 30, 60, 90, 120, 150, 180, 210, 240, 270, 300</p> <p>LCM: 60</p>
3	Prime Decomposition	<ul style="list-style-type: none"> Split the number into a pair of factors (you can't use 1 and the number itself) If either of these factors are a prime number, circle them. If not, continue to split them into factor pairs. If a number has been circled, it is one of the prime factors and you don't split that number any further. At the end, write out the prime factors with a x between them. 	<p>Write 72 as a product of its prime factors</p> <div data-bbox="1496 1091 1774 1461"> </div> <div data-bbox="1877 1107 2114 1187"> $= 2 \times 2 \times 2 \times 3 \times 3$ $= 2^3 \times 3^2$ </div>

	Key Skill	Thinking Point	Practice
1	Highest Common Factor by listing	<ul style="list-style-type: none"> How do you work out the highest common factor? 	HCF of 16 and 40
2	Lowest Common Multiple by listing	<ul style="list-style-type: none"> How do you work out the lowest common multiple? 	LCM of 30 and 75
3	Prime Decomposition	<ul style="list-style-type: none"> How do you know if you should circle a number in the prime factor tree? 	Write 54 as a product of its prime factors

Modern Foreign Languages



Helping every person achieve things they never thought they could.

Year 7 French:

Questions:

Qu'est-ce que tu aimes? = What do you like?

Key point: Qu'est-ce que = what

Grammatical Point: Opinion plus infinitive.

To form a sentence to say that you like something, you can use the correct form of 'aimer' plus an infinitive verb.

For example, if you want to say 'I like to study' you would say 'j'aime étudier'.

Other infinitive verbs you can use this rule for this are:

Jouer = to play

Lire = to read

Bavarder = to chat

Manger = to eat

Opinion	Verb	Noun
J'aime = I like Je n'aime pas = I don't like J'adore = I love Je déteste = I hate	étudier = to study	l'anglais = English les sciences = science (remember that science is plural in French) les mathématiques = maths l'histoire = history la géographie = geography la technologie = technology l'informatique = computing l'éducation religieuse le sport = PE l'espagnol = Spanish le français = French le dessin = art

RECAP: Être = to be

French	English
Je suis Tu es Il est / Elle est / C'est	I am You are (singular/informal) He is / she is / it is
Nous sommes Vous êtes Ils sont Elles sont	We are You (plural) are They are (masculine/mixed) They are (feminine)

Justifications and opinions

To give a justification or opinion for why you like something, you can use:

Parce que c'est...(because it is) **or** parce que ce sont (because they are)

Car c'est ...(because it is) **or** parce que ce sont (because they are)

You then add your adjective.

For example, j'aime étudier l'histoire parce que c'est amusant.

Year 7 French:

Questions:

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Key point: Qu'est-ce que =

Grammatical Point: Opinion plus infinitive.

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French	English
	I am You are (singular/informal) He is / she is / it is We are You (plural) are They are (masculine/mixed) They are (feminine)

Opinion	Verb	Noun
J'aime = Je n'aime pas = J'adore = Je déteste =	= to study	l'anglais = les sciences = (remember that science is plural in French) les mathématiques = l'histoire = la géographie = la technologie = l'informatique = l'éducation religieuse le sport = l'espagnol = le français = le dessin =

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For example,

Year 7 French:

Describing subjects and teachers

Remember that in French adjectives change depending on the **noun** you are talking about and how many nouns you are talking about.

A noun is the name of a person, place or thing.

Monsieur Smith est amusant
Mr Smith is fun

Madame Smith est amusante
Mrs Smith is fun

Mes professeurs sont amusants
My teachers are fun

David est = David is
Mon professeur est = My teacher is
Mon professeur est amusant = My teacher is funny

Pronoun	Present Tense ER verb ending
Je (I)	e
Tu (You)	es
Il, elle, (He, she,)	e
Nous (We)	ons
Vous (You plural)	ez
Ils, elles (They)	ent

Key adjectives

	Masculine	Masculine Plural	Feminine	Feminine Plural
amusing	amusant	amusants	amusante	amusantes
boring	ennuyeux	ennuyeux	ennuyeuse	ennuyeuses
funny	marrant	marrants	marrante	marrantes
Interesting	intéressant	intéressants	intéressante	intéressantes

Say what days of the week I study different subjects.

Key Grammar

Infinitive verbs

Remember that an infinitive verb is the verb in the 'to' form before it has been changed.

Infinitive verbs end in ER, RE or IR

Examples are aimer = to like, faire = to do, avoir = to have.

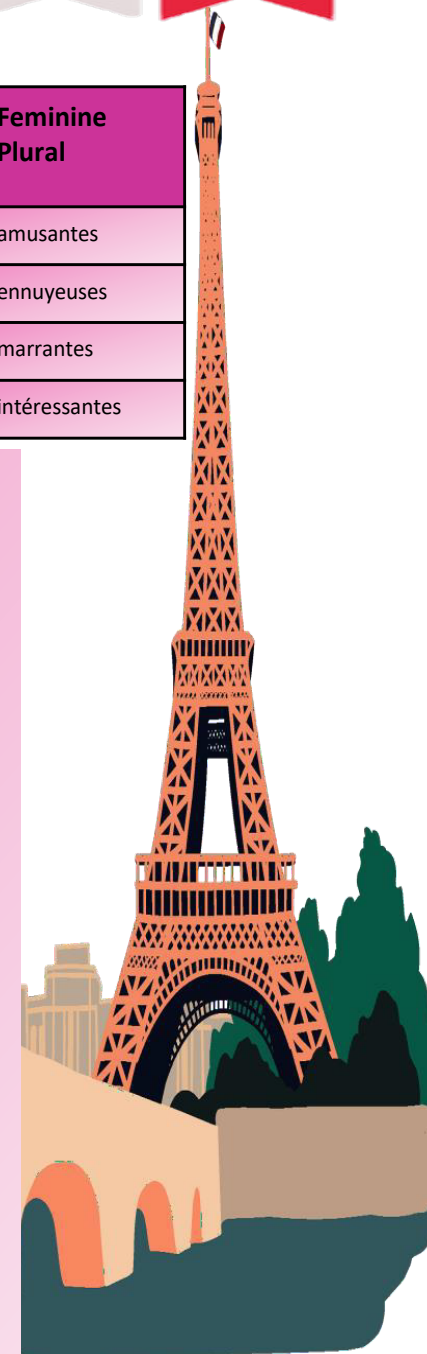
Conjugating regular verbs that end in ER in the present tense.

Reminder: conjugating a verb means that you are taking its infinitive form (ER, RE or IR endings) to change it to I, you, we and to a particular tense (present, past, future)

To change a verb that ends in ER to the present tense, use the following process:

Take the ER ending off to form the **stem**. For example, change **étudier** to **étudi**

Choose the correct ending according to the pronoun you are using. For ER verbs, the present tense endings are as follows



Year 7 French:

Describing subjects and teachers

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Mr Smith is fun

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My teachers are fun

David est =

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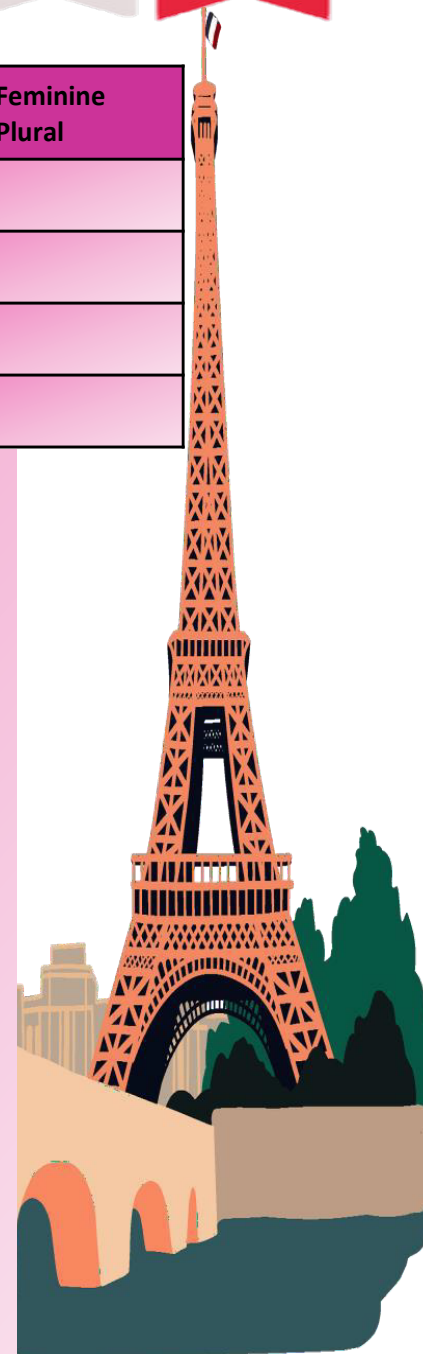
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Year 7 French:



Present tense verb conjugations to learn this term

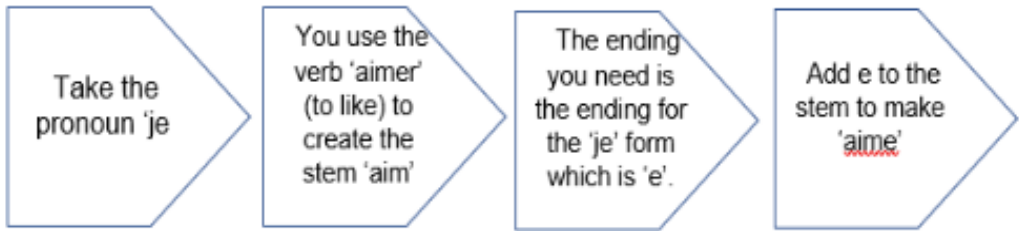
étudier = to study

Note the present tense endings for each pronoun

J'étudie*	I study
Tu étudies	You study (singular/informal)
Il étudie	He studies
Elle étudie	She studies
Nous étudions	We study
Vous étudiez	You study (formal/plural)
Ils étudient	They study (masculine/mixed)
Elles étudient	They study (feminine)

*** Grammatical Point:** It cannot be je étudie as we do not have je + a vowel. Instead, we change je to j'.

Likewise, to form 'I like':



Therefore, 'I like' is 'j'aime'.

Other examples...

David aime = David likes

Jane aime = Jane likes

Days of the week (recap)

Remember that days of the week do not take a capital letter in French.

lundi = Monday

mardi = Tuesday

mercredi = Wednesday

jeudi = Thursday

vendredi = Friday

samedi = Saturday

dimanche = Sunday

*Le lundi literally means 'the Monday'

Day of the week	Verb	Noun
Le lundi* = On Mondays Le mardi = On Tuesdays Le mercredi = On Wednesdays Le jeudi = On Thursdays Le vendredi = On Fridays Le samedi = On Saturdays Le dimanche = On Sundays	j'étudie = I study tu étudies = you study nous étudions = we study	l'anglais = English les sciences = science (remember that science is plural in French) les mathématiques = maths l'histoire = history la géographie = geography la technologie = technology l'informatique = computing le sport = PE l'espagnol = Spanish le français = French le dessin = art

Year 7 French:



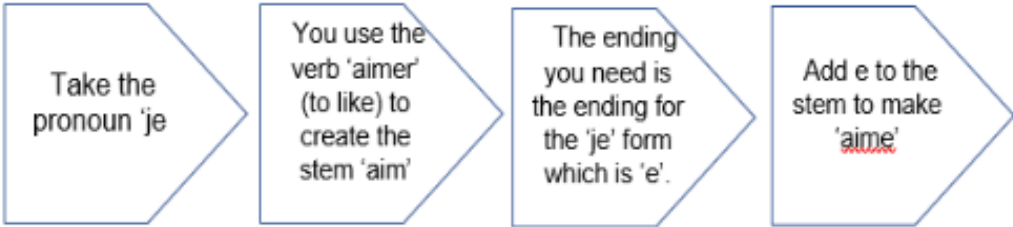
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Tu étudies	You study (singular/informal)
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Nous étudions	
Vous étudiez	
Ils étudient	
Elles étudient	

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Day of the week	Verb	Noun
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= On Tuesdays		= science (remember that science is plural in French)
= On Wednesdays		= maths = history = geography = technology = computing
= On Thursdays		
= On Fridays		le sport =
= On Saturdays		l'espagnol = Spanish = French
= On Sundays		le dessin =

Year 7 Spanish:



Questions:

¿Que te gusta? = What do you like?

Key point: ¿Que = what

Opinion	Verb	Noun
Me gusta = I like No me gusta = I don't like Me encanta = I love Odio = I hate	estudiar = to study	alemán = German dibujo = art español = Spanish francés = French inglés = English teatro = drama biología = biology educación física = PE geografía = geography historia = history informática = ICT música = music química = chemistry religión = RE ciencias = science matemáticas = maths

Justifications and opinions

To give a justification or opinion for why you like something, you can use:

Porque es...(because it is) **or** porque son (because they are)

You then add your adjective.

For example, me gusta estudiar historia porque es divertido.

Recap: Ser (to be)

Ser (to be)

Ser (to be) is used to talk about...

•**Characteristics of people or things:** **Mi hermana es divertida** - My sister is fun

•**Nationality:** **Soy inglés** - I am English (masculine).

•**Professions:** **Mi madre es médica** - My mother is a doctor.

•**The date and time:** **¿Qué hora es?** - What time is it?

Ser is NOT used to talk about...

Feelings - You would have to use **Estar** (to be) e.g. **Estoy feliz** - I am happy

Spanish	English
Soy Eres Es	I am You are He/she/it is
Somos Sois Son	We are You (plural) are They are



Year 7 Spanish:



Questions:

¿Que te gusta? =

Key point: ¿Que =

Opinion	Verb	Noun
= I like = I don't like = I love = I hate	= to study	= German = art = Spanish = French = English = drama = biology = PE = geography = history = ICT = music = chemistry = RE = science = maths

Justifications and opinions

To give a justification or opinion for why you like something, you can use:

...(because it is) **or** (because they are)

You then add your adjective.

For example,

Recap: Ser (to be)

Ser (to be)

(to be) is used to talk about...

•Characteristics of people or things:

- My sister is

fun

•Nationality:

- I am English (masculine).

•Professions:

- My mother is a doctor.

•The date and time:

- What time is it?

Ser is NOT used to talk about...

Feelings - You would have to use

(to be) e.g.

- I am happy

Spanish	English
	I am You are He/she/it is We are You (plural) are They are





Describing subjects and teachers

Remember that in Spanish adjectives change depending on the **noun** you are talking about and how many nouns you are talking about.

A noun is the name of a person, place or thing.

For example:

Señor Smith es divertido

Mr Smith is fun

Señora Smith es divertida

Mrs Smith is fun

Mis profesores son divertidos

My teachers are fun

Key adjectives	Masculine	Feminine	Masculine Plural	Feminine Plural
fun	divertido	divertida	divertidos	divertidas
easy	fácil	fácil	fáciles	fáciles
interesting	interesante	interesante	interesantes	interesantes
useful	útil	útil	útiles	útiles
boring	aburrido	aburrida	aburridos	aburridas

Say what days of the week I study different subjects.

Infinitive verbs

Remember that an infinitive verb is the verb in the 'to' form before it has been changed.

Infinitive verbs end in AR, ER or IR

Examples are estudiar = to study, hacer = to do, vivir = to live.

Conjugating regular verbs that end in AR in the present tense.

Reminder: conjugating a verb means that you are taking its infinitive form (verbs that end in AR, ER, IR) and changing it to I, you, we and to a particular tense (present, past, future).

To change a verb that ends in AR to the present tense, use the following process:

1. Take the AR ending off to form the **stem**.

For example, change **estudiar** to **estudi**

2. Choose the correct ending according to the person you are talking about.

For AR verbs, the present tense endings are as follows:

Pronoun	Present tense AR verb ending
I	o
You	as
He/she	a
We	amos
You plural	áis
They	an



Describing subjects and teachers

Remember that in Spanish adjectives change depending on the **noun** you are talking about and how many nouns you are talking about.

A noun is the name of a person, place or thing.

For example:

Mr Smith is fun

Mrs Smith is fun

My teachers are fun

Key adjectives	Masculine	Feminine	Masculine Plural	Feminine Plural

Say what days of the week I study different subjects.

Infinitive verbs

Remember that an infinitive verb is the verb in the 'to' form before it has been changed.

Infinitive verbs end in AR, ER or IR

Examples are = to study, = to do, = to live.

Conjugating regular verbs that end in AR in the present tense.

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To change a verb that ends in AR to the present tense, use the following process:

1. Take the ending off to form the **stem**.

For example, change

2. Choose the correct ending according to the person you are talking about.

For AR verbs, the present tense endings are as follows:

Pronoun	Present tense AR verb ending
I	
You	
He/she	
We	
You plural	
They	

Year 7 Spanish:



Estudiar (to live) is a regular AR infinitive verb.

Estudiar (to live)

Spanish	English
Estudio Estudias Estudia	I study You study He/she/it studies
Estudiamos Estudiáis Estudian	We study You plural study They study

Remember in Spanish the **endings of verbs** tell you what the tense is and the person you are talking about.

Days of the week:

Remember that days of the week do not take a capital letter in Spanish.

lunes Monday

martes Tuesday

miércoles Wednesday

jueves Thursday

viernes Friday

sábado Saturday

domingo Sunday

Day of the week	Verb	Noun
Los lunes = on Mondays Los martes = on Tuesdays Los miércoles = On Wednesdays Los jueves = On Thursdays Los viernes = On Fridays Los sábados = On Saturdays Los domingos = On sundays	estudio = I study estudias = you study estudiamos = we study	alemán = German dibujo = art español = Spanish francés = French inglés = English teatro = drama biología = biology educación física = PE geografía = geography historia = history informática = ICT música = music química = chemistry religión = RE ciencias = science matemáticas = maths



Year 7 Spanish:



Estudiar (to live) is a regular AR infinitive verb.

Estudiar (to)

Spanish	English
	I study You study He/she/it studies We study You plural study They study

Remember in Spanish the **endings of** tell you what the tense is and the person you are talking about.

Days of the week:

Monday

Tuesday

Wednesday

Thursday

Friday

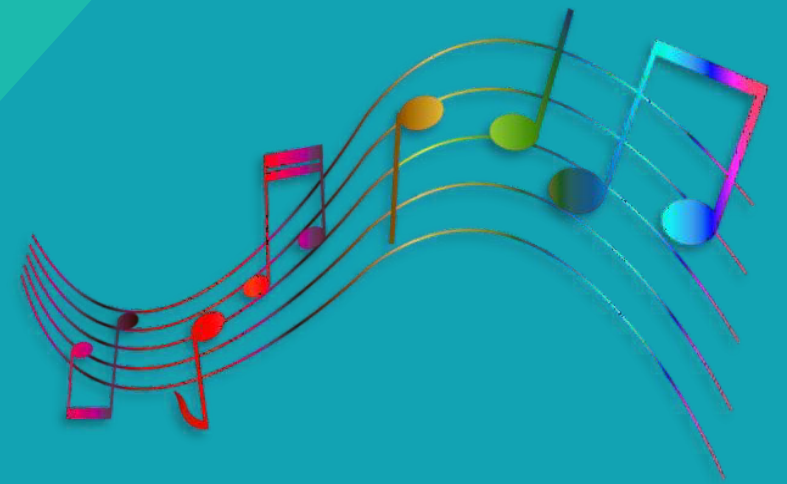
Saturday

Sunday

Day of the week	Verb	Noun
= on Mondays		= German
= on Tuesdays	= I study	= art
= On Wednesdays	= you study	= Spanish
= On Thursdays		= French
= On Fridays		= English
= On Saturdays		= drama
		= biology
		= PE
	= we study	= geography
		= history
		= ICT
		= music
		= chemistry
		= RE
		= science
= On sundays		= maths



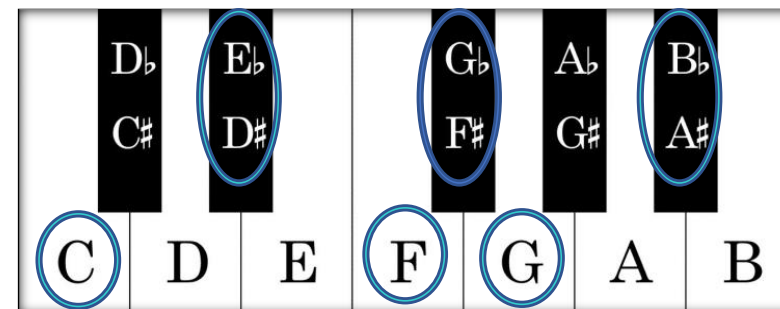
Music



Helping every person achieve things they never thought they could.

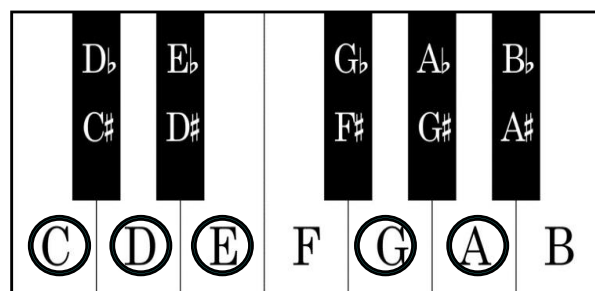
1	Pentatonic Scale	A scale using only five notes
2	Improvisation	Making music up on the spot
3	Blues	The Blues originated by African Americans in the USA around the end of the 19 th century. The genre has its roots in African musical traditions, and African-American work songs.
4	Bassline	The musical part which sits at the bottom of the texture.
5	Chord	Two or more notes played simultaneously on a piano or guitar.

Blues Scale



The Blues scale is a very specific scale used in the blues style of Music. It consists of the notes C Eb F Gb G Bb. When played it has a very cool sound which is suitable for blues and improvisation.

Pentatonic Scale



The Pentatonic Scale

A pentatonic scale uses 5 notes in its scale. This means that only 5 notes are played in the melody of the music. This scale has been developed by many ancient civilisations and is still used today particularly in traditional Chinese Music



Erhu



Dizi

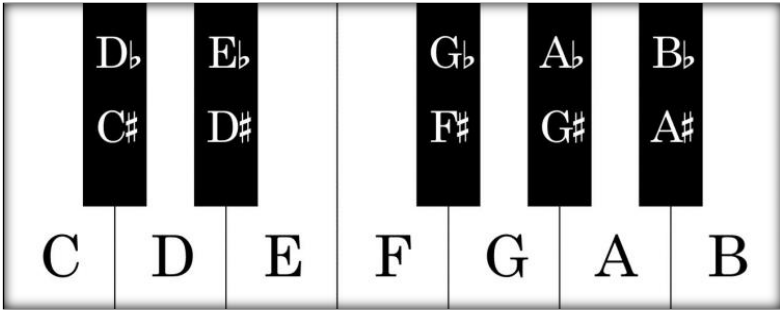


Zither

Historical documents and archaeology tell us that Chinese music is thousands of years old. There are many traditional instruments. The **erhu** or Chinese violin is a bowed string instrument The **guzheng**, also known as a Chinese **zither**, is a plucked string instrument The **dizi** is a bamboo flute
A **gong** is a flat, circular metal percussion instrument which is hit with a mallet.

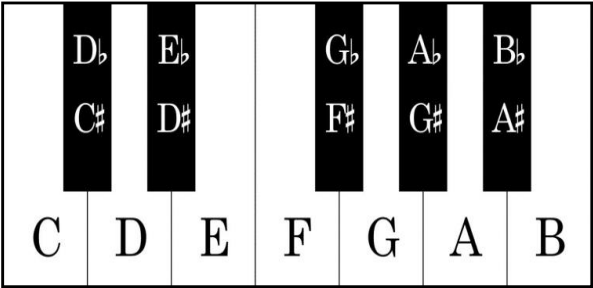
1	Pentatonic Scale	
2	Improvisation	
3	Blues	
4	Bassline	
5	Chord	

Blues Scale



The Blues scale is a very specific scale used in the blues style of Music. It consists of the notes _____. When played it has a very cool sound which is suitable for blues and improvisation.

Pentatonic Scale



The Pentatonic Scale

A pentatonic scale uses ____ notes in its scale. This means that only ____ notes are played in the melody of the music. This scale has been developed by many ancient civilisations and is still used today particularly in traditional Chinese Music

Historical documents and archaeology tell us that Chinese music is thousands of years old. There are many traditional instruments. The ____ or Chinese violin is a bowed string instrument The ____, also known as a Chinese ____, is a plucked string instrument The ____ is a bamboo flute A ____ is a flat, circular metal percussion instrument which is hit with a mallet.

PE

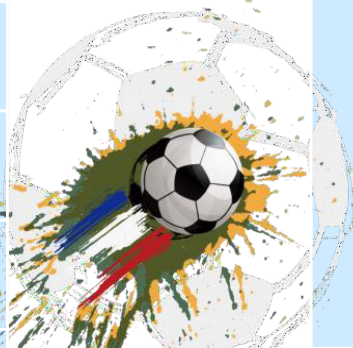


Helping every person achieve things they never thought they could.

Year 7 PE: Football

Motor Competence

Passing	Accuracy, weight of pass
Receiving	Get in line, cushion
Dribbling	Little touches
Possession	Back foot
Outwitting an opponent	1v1, one - two
Defending	Jockeying, touch tight
Shooting	Placement
Game play	Basic rules



Rules, Strategies and Tactics

A goal kick

Occurs when the attacking team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the six yard box.

A corner kick

Occurs when the defending team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the corner of the goal and side line. The corner ball must be placed in the quadrant.

Restarting

The game after a goal is scored from the halfway line.

Free kick

When a player makes contact or handles the ball a foul is committed and the ball will be restarted with a free kick. A goalkeeper can only handle the ball in their penalty area.

Throw in

If the ball goes over the side lines of the pitch, the team who touches the ball last will give away a throw in to the other team. The throw in must be taken from the point it goes out of play.

Healthy Participation

Muscles

Gluteal, hamstrings, quadriceps, gastrocnemius

Fitness components

Foot eye coordination, pace, speed, stamina.

Key Terms:

- | | | | | |
|---------------------|-------------|---------------|-----------------|-------------|
| 1.Spatial awareness | 2.Team work | 3.Cooperation | 4.Communication | 5.Fair play |
| 6.Sportsmanship | 7.Etiquette | 8.Leadership | 9.Gamesmanship | 11.Values |
| | 12.Teamwork | | | 101 |

Year 7 PE: Football



Rules, Strategies and Tactics

What are the key ideas linked to each motor competence? Complete below.

Passing	
Receiving	
Dribbling	
Possession	
Outwitting an opponent	
Defending	
Shooting	
Game play	

What is a goal kick?



What is a corner kick?



What happens when a match is 'restarting'?



What is a free kick?



What is a throw in?



Healthy Participation

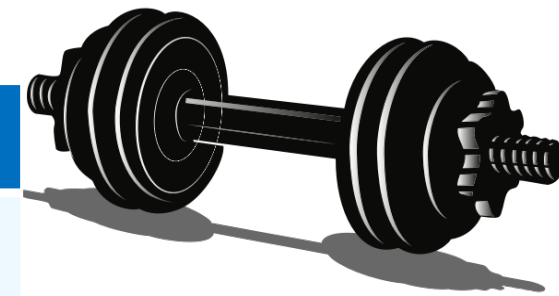
Which **muscles** are used in football?

What are the **fitness components** of football?

Key Terms:

- | | | | | |
|---------------------|-------------|---------------|-----------------|-------------|
| 1.Spatial awareness | 2.Team work | 3.Cooperation | 4.Communication | 5.Fair play |
| 6.Sportsmanship | 7.Etiquette | 8.Leadership | 9.Gamesmanship | 11.Values |
| | 12.Teamwork | | | |

Motor Competence



Healthy Participation

Muscles commonly used in the lesson:

- Gluteal
- Hamstrings
- Quadriceps
- Gastrocnemius
- Abdominals

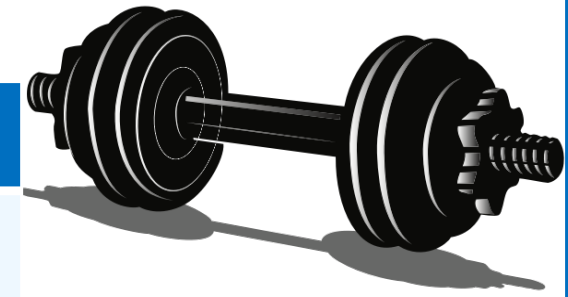


Muscular strength	The amount of force you can put out or the amount of weight you can lift.
Muscular Endurance	Perform exercises to failure so that you improve your muscular endurance.
Speed	Moving your body fast as possible
Agility	Changing direction rapidly, whilst maintaining speed and precision.
Flexibility	A joint or series of joints to move through an unrestricted, pain free range of motion.
Balance	Even distribution of weight enabling someone or something to remain upright and steady.
Coordination	Throw with one hand, catch with the other.
Reaction time	How fast an athlete is able to respond to a stimulus.
Cardiovascular Fitness	To exercise the whole body for long periods

Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the **correct technique** as this would stop any injuries or muscular injuries occurring.

All participants must have **warmed up** their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.



Motor Competence- define the terms below.

Muscular strength	
Muscular Endurance	
Speed	
Agility	
Flexibility	
Balance	
Coordination	
Reaction time	
Cardiovascular Fitness	

Healthy Participation

Muscles commonly used in the lesson:

- _____
- _____
- _____
- _____
- _____



Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the _____ as this would stop any injuries or muscular injuries occurring.

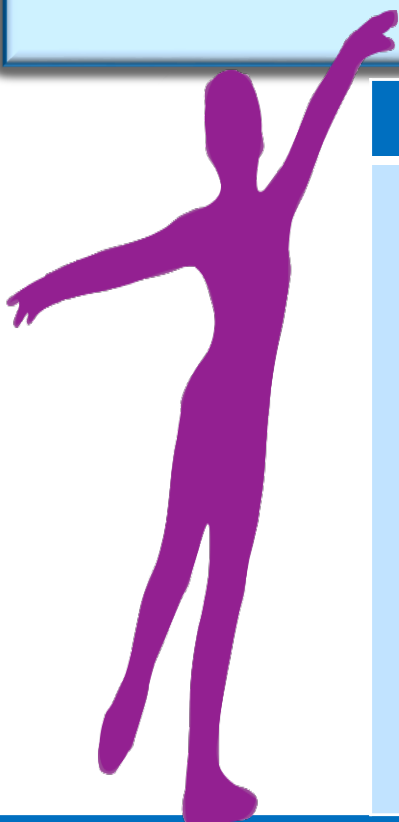
All participants must have _____ their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.

Year 7 PE: Aesthetic Movement

Rules, Strategies and Tactics

Students must start each movement with their arms **stretched** and **extended** up by the side of their head with their fingers extended. When they finish the movement they also must finish in the same manner.

Students must link up the parkour movements in which they are able to perform. This means that they may choose what order they place movements in so that the sequence flows in a smooth manner. Students must make sure that the way they perform each movement is precise as this will stop them not being able to clear any obstacles.



Healthy Participation

Muscles commonly used in the lesson:

- Gluteal
- Hamstrings
- Quadriceps
- Gastrocnemius

Motor Competence

Balance	Weight evenly distributed based on different points of contact.
One point of contact balance	One body part touching the floor
Contact balance	Two body parts touching the floor
Four point of contact balance	Four body parts touching the floor
Forwards roll	Feet together, drop head and tuck in chin, follow the curve of your spine.
Backwards roll	Squat position, bend arms close to body, keep knees tucked to chest. Use momentum to roll backwards quickly and push up with shoulders.
Cartwheel	Kick forward, use momentum to rotate on both hands, put legs into V shape, bring hand and leg down on opposite side
Roundoff	Gather speed, lunge and place both hands on the ground, propel body with one leg, rotate body on hands 180 degrees



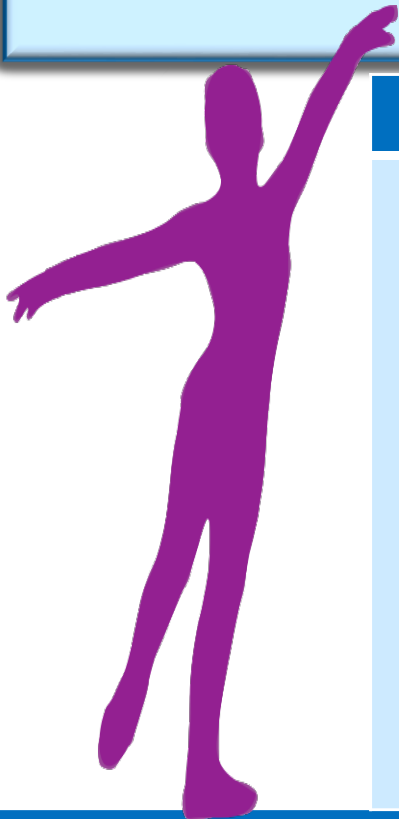
Year 7 PE: Aesthetic Movement



Rules, Strategies and Tactics

Students must start each movement with their arms and up by the side of their head with their fingers extended. When they finish the movement they also must finish in the same manner.

Students must link up the parkour movements in which they are able to perform. This means that they may choose what order they place movements in so that the sequence flows in a smooth manner. Students must make sure that the way they perform each movement is precise as this will stop them not being able to clear any obstacles.



Healthy Participation

Muscles commonly used in the lesson:

- _____
- _____
- _____
- _____

Motor Competence- define the key terms below:

Balance	
One point of contact balance	
Contact balance	
Four point of contact balance	
Forwards roll	
Backwards roll	
Cartwheel	
Roundoff	



Year 7 PE: Games for understanding

Rules, Strategies and Tactics

Warm up - Dynamic and static stretching. Hold stretches for 8-10 seconds.

Agility - move with speed and push off using your feet to move in and out.

Power - start low and extend up and out throwing your arms forward and land with bending legs.

Coordination - start off slow then speed up when you have a rhythm. Take a full catch and aim on the wall around chest height.

Cool down - low intense activity and stretching for 10-12 seconds.

Movement deciding on which way to move to get there in the quickest time

Stamina - starting of slow then building up your pace.

Speed - run through the finish line.

Attacking - Protect the ball from the opponent. Ability to fake, tease your opponent.

Defending - Use your body to protect. Close down, choosing the right moment to tackle

Motor competence

Three stage of a warmup - pulse raiser, Stretching (static and dynamic)

Agility - Illinois agility test

Power - a standing long jump

Coordination - wall toss, students will have 30 seconds to throw and catch the ball with one hand

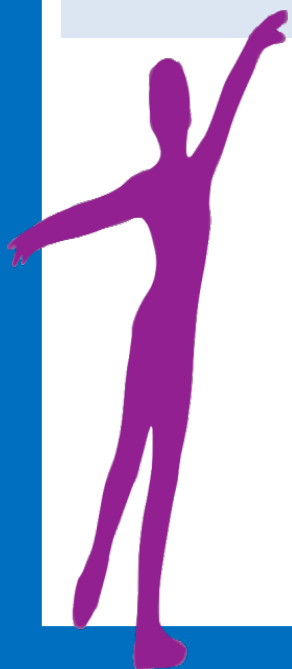
Cool down - low intense activity including light jogging and movement.

Stretches of legs, arms and trunk.

Healthy participation

Three stages of a warm up - pulse raiser, stretches, activity based practice. What happened to the body - rise in temperature, heart rate and breathing rate. Main muscles used, hamstrings, gastrocnemius, quadriceps, gluteals, pectorals, abdominals, bicep and tricep.

- Agility - how quickly you can change direction whilst maintaining speed.
- Power - speed x strength.
- Coordination (hand/foot to eye) moving two or more body parts at the same time effectively.
- Mental health - exercise is a break from normal activity, reduces stress, makes you feel good and improves self confidence.
- Physical health - improved fitness levels, improved body shape and size. Links to diet and sleep.
- Cool down - reduces muscles aches and pains, reduces injury, helps your revolver, allows breathing rate and heart rate to return to normal quicker. Repay oxygen debt and the removal of lactic acid.



Year 7 PE: Games for understanding

Rules, Strategies and Tactics

Warm up –

Agility –

Power –

Coordination –

Stamina –

Attacking –

Defending –

Healthy participation

Three stages of a warm up -

based practice. What happened to the body - rise in temperature, heart rate and breathing rate. Main muscles used,

- Agility –
- Power -
- Coordination
- Mental health –
- Physical health –
- Cool down –

Motor competence

Three stage of a warmup - pulse raiser, Stretching (static and dynamic)

Agility -

Power -

Coordination –

Cool down –

Religious Education



Helping every person achieve things they never thought they could.

A synagogue is the Jewish place of worship. Some Jewish people call it a **shul**. They are also used as a place to study, and often as a community centre as well.

The largest room in a synagogue is likely to be the hall of worship. This is called the **Sanctuary**. Inside the sanctuary, there are various pieces of furniture.

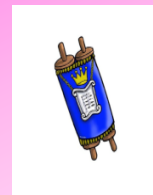
Traditionally, synagogues face towards Jerusalem, the holy city of the Jewish people. In Western parts of the world like the UK, therefore, synagogues usually face east. Seats for the congregation of worshippers face towards the Ark and so also towards Jerusalem.

In Orthodox synagogues, men and women sit separately; sometimes women worship from a raised balcony above the sanctuary. In Reform Judaism, men and women worship together.

Features inside the synagogue

Description

Torah
Scrolls



The Jewish holy book that explains how people should live their lives.

Ark



The special box where the Torah Scrolls are kept safe.

Bimah



The raised platform in the centre of the synagogue where the Torah Scrolls are read from

Menorah



The seven branch candle stick that reminds Jews of the lamps in the temple.

Ner Tamid



The eternal light that never goes out








A synagogue is the Jewish place of _____. Some Jewish people call it a _____. They are also used as a place to study, and often as a _____ centre as well.

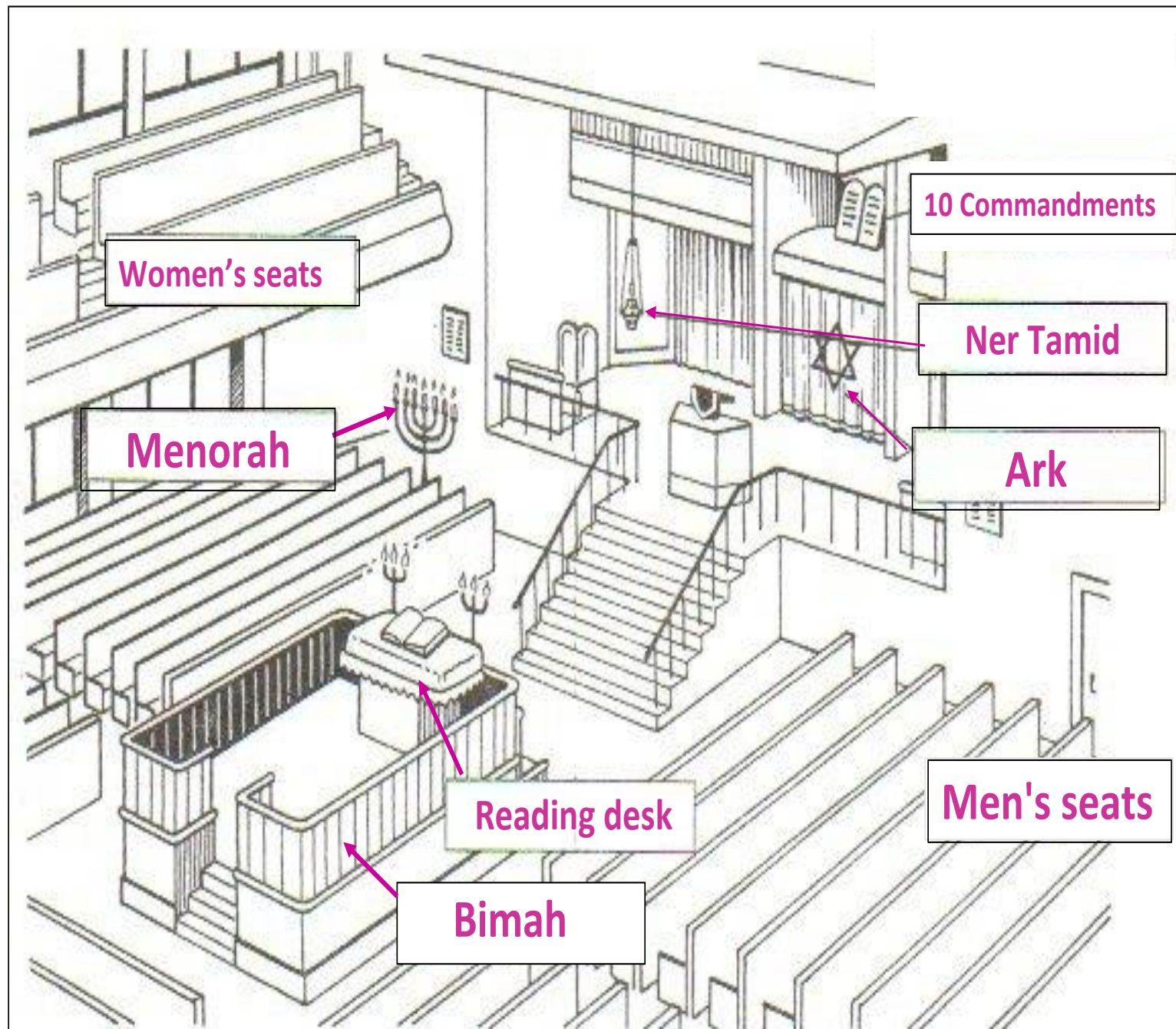
The largest room in a _____ is likely to be the hall of worship. This is called the _____. Inside the sanctuary, there are various _____ of furniture.

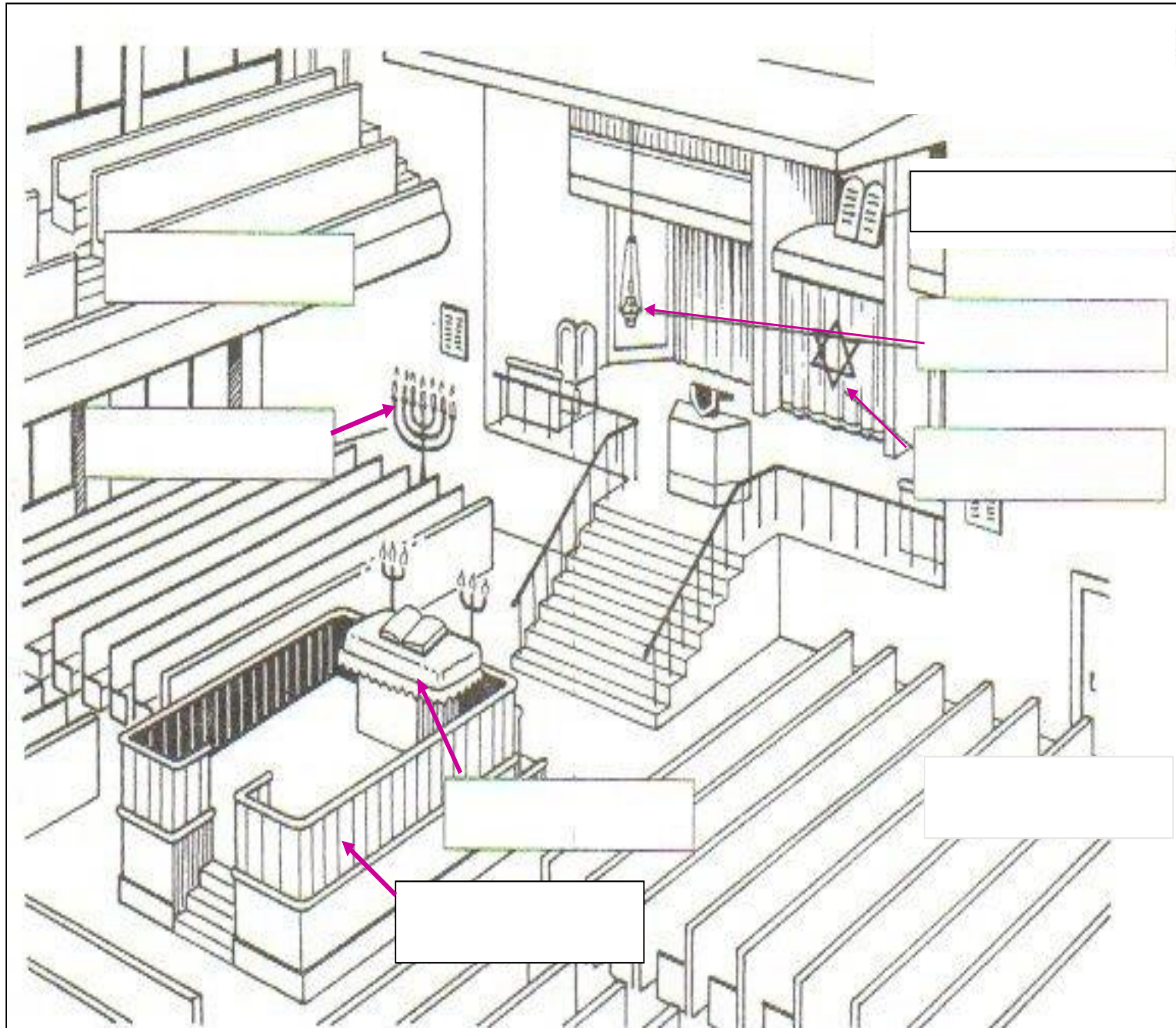
Traditionally, synagogues _____ towards Jerusalem, the holy city of the Jewish people. In _____ parts of the world like the _____, therefore, synagogues usually face _____. Seats for the congregation of worshippers face towards the _____ and so also towards Jerusalem.

In Orthodox synagogues, _____ and women sit separately; sometimes _____ worship from a raised balcony above the sanctuary. In _____ Judaism, men and women worship together.

Features inside the synagogue	Description
Torah Scrolls 	
Ark 	
Bimah 	
Menorah 	
Ner Tamid 	









Shabbat is the Jewish rest day. Observing it is a mitzvah and one of the Ten Commandments. Shabbat begins before nightfall on Friday and lasts for 25 hours. The mother of the household (or another person over the age or bar mitzvah) lights candles to welcome in the Sabbath and create a special atmosphere. The family share a meal, including special bread and wine.

Most Jewish people look forward to Shabbat all week. They see it as God's gift to his chosen people of a day when they take time out from everyday things to feel special.

Shabbat is a time with no television, no rushing to the demands of the telephone or a busy work schedule. People don't think about work or other stressful things.

It's an oasis of calm, a time of stillness in life.

There are rules about what you can and what you can't do on Shabbat. These rules aren't to stop people from enjoying themselves and having fun. They are to give them the chance to relax and reflect on their life and God's love for them.



Shabbat is the Jewish ____ day. Observing it is a ____ and one of the Ten ____.

Shabbat begins before nightfall on ____ and lasts for ____ hours. The ____ of the household (or another person over the age of bar mitzvah) lights ____ to welcome in the Sabbath and create a special ____.

The family share a ____, including special bread and ____.

Most Jewish people look forward to ____ all week. They see it as God's ____ to his chosen people of a day when they take time out from everyday things to feel ____.

Shabbat is a time with no ____, no rushing to the demands of the telephone or a busy work schedule.

People don't think about work or other ____ things.

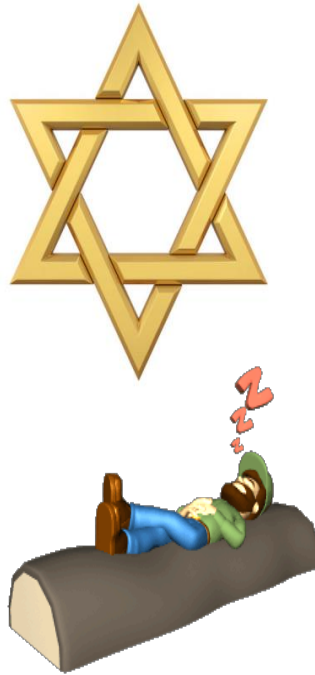
It's an oasis of ____, a time of stillness in life.

There are ____ about what you can and what you can't do on Shabbat. These rules aren't to stop people from enjoying themselves and having fun. They are to give them the chance to ____ and ____ on their life and God's ____ for them.

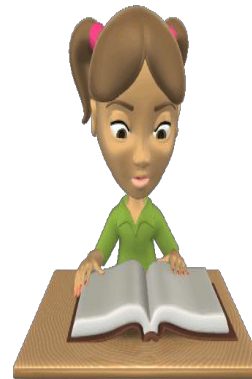
Many people tend to think of Shabbat as a day full of things they cannot do. Far from simply being a day of restrictions, a Shabbat observed at home is a day immersed in an atmosphere of rest, relaxation, and rejoicing.



At a time when most of humanity only ate two full meals a day, Jewish tradition called for three meals on Shabbat **(between sundown on Friday and just after sundown on Saturday)** to ensure that one could relax and celebrate with a full stomach.



In order to enjoy a Shabbat free of household chores, it is traditional to clean the house before Shabbat and prepare all meals in advance, so that the food only need be warmed up to enjoy it (rather than cooked, which would violate traditional Shabbat restrictions).

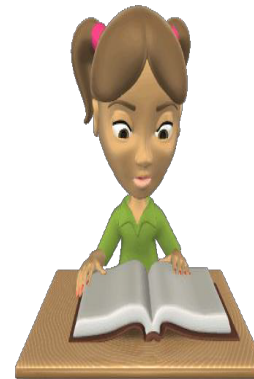


Shabbat afternoon is a time reserved for reading, talking, playing board games, visiting friends and family or studying Jewish texts such as the Torah, all activities that people often claim that they never have enough time to do.

Many people tend to think of Shabbat as a day full of things they _____ do. Far from simply being a day of restrictions, a Shabbat observed at home is a day immersed in an atmosphere of _____, _____, and _____.



In order to enjoy a Shabbat free of household chores, it is traditional to _____ the house before Shabbat and prepare all _____ in advance, so that the food only need be warmed up to enjoy it (rather than _____, which would _____ traditional Shabbat restrictions).



At a time when most of humanity only ate two full meals a day, Jewish tradition called for _____ meals on Shabbat (**between _____ on Friday and just after sundown on _____**) to ensure that one could _____ and celebrate with a full _____.

Shabbat afternoon is a time reserved for _____, talking, playing board games, visiting friends and family or studying Jewish texts such as the _____, all activities that people often claim that they never have enough _____ to do.



The second section relates to cooking: grinding, sifting, kneading, baking, salting meat.

The first section relates to farming and includes: sowing, ploughing, reaping, binding sheaves, threshing, shearing wool, trapping, slaughtering, curing hide.



The third section relates to household chores: washing wool, beating wool, dyeing wool, spinning, weaving, making two loops, weaving two threads, separating two threads, tying, untying, sewing two stitches, tearing.



The fourth section relates to work: writing two letters, erasing two letters, building, tearing a building down, hitting with a hammer, taking an object from the private domain to the public, or transporting an object in public.

The fifth section relates to light and heat: extinguishing a fire and kindling a fire are not allowed. But what does that mean?

Example: Kindling a Fire

The use of electricity is not allowed because it serves the same function as fire – to light or heat. A car is powered by an engine, which operates by burning petrol, electric and oil, a clear violation of the Torah law against kindling a fire. In addition, the movement of the car would constitute transporting an object in public, another violation of a Torah law, and in all likelihood the car would be used to travel a distance greater than that permitted. For all these reasons, and many more, the use of an vehicle on Shabbat is clearly not permitted.





The second section relates to _____: grinding, sifting, kneading, _____, salting meat.

The first section relates to farming and includes: _____, ploughing, reaping, binding sheaves, threshing, _____, trapping, _____, curing hide.



The third section relates to household chores: _____ wool, beating wool, dyeing wool, spinning, _____, making two loops, weaving two threads, separating two _____, tying, _____, sewing two stitches, _____.



The fourth section relates to _____: _____ two letters, erasing two letters, building, tearing a building down, hitting with a _____, taking an object from the private domain to the public, or transporting an _____ in public.

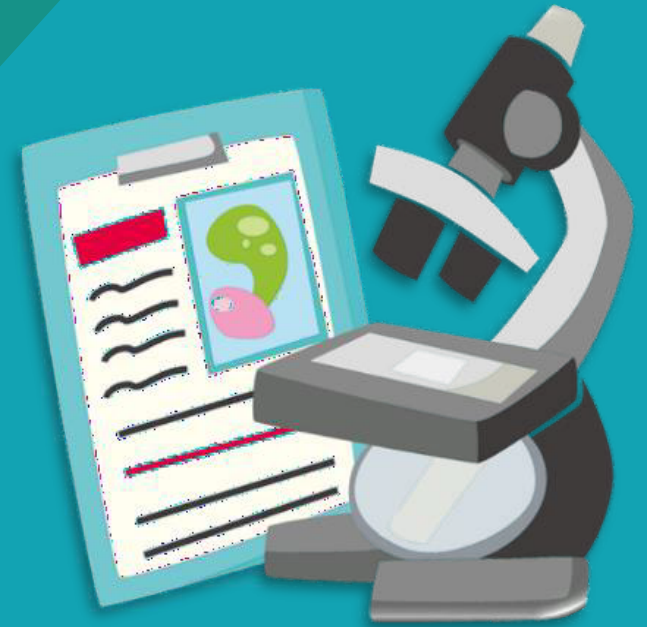
The fifth section relates to _____ and _____: extinguishing a fire and kindling a fire are not allowed. But what does that mean?

Example: Kindling a Fire

The use of _____ is not allowed because it serves the same function as fire – to light or heat. A car is powered by an _____, which operates by burning petrol, _____ and oil, a clear violation of the _____ law against kindling a fire. In addition, the movement of the car would constitute _____ an object in public, another violation of a Torah law, and in all likelihood the car would be used to travel a distance greater than that permitted. For all these reasons, and many more, the use of an _____ on Shabbat is clearly not _____.



Science



Helping every person achieve things they never thought they could.

Year 7 Science: Structure of matter and Particles & changes

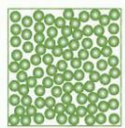
Kinetic theory of gases

Temperature of gas is linked to the average kinetic energy (movement) of the particles.

If kinetic energy increases so does the temperature of gas.

No kinetic energy is lost when gas particles collide with each other or the container.

Gas particles are in a constant state of random motion.



State	Particle arrangement	Properties
Solid	Packed in a regular structure. Strong forces hold in place so cannot move.	Difficult to change shape.
Liquid	Close together, forces keep contact but can move about.	Can change shape but difficult to compress.
Gas	Separated by large distances. Weak forces so constantly randomly moving.	Can expand to fill a space, easy to compress.

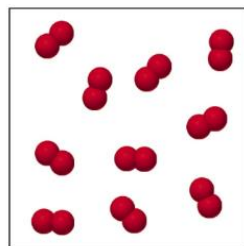
Diffusion

No energy required

Movement of particles in a solution or gas from a higher to a lower concentration

E.g. O₂ and CO₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.

Gas	Test	Positive result
Hydrogen	<i>Burning splint</i>	'Squeaky Pop' sound.
Oxygen	<i>Glowing splint</i>	Re-lights the splint.
Chlorine	<i>Litmus paper (damp)</i>	Bleaches the paper white.
Carbon dioxide	<i>Limewater</i>	Goes cloudy (as a solid calcium carbonate forms).

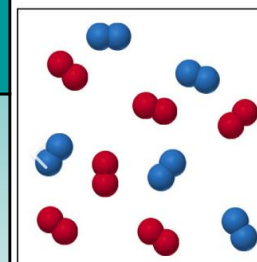


Pure substances

A substance made from only 1 element or 1 compound e.g. pure water

Impure substances

A substance made from 2 or more elements or compounds e.g. salt water



Year 7 Science: Structure of matter and Particles & changes

Kinetic theory of gases

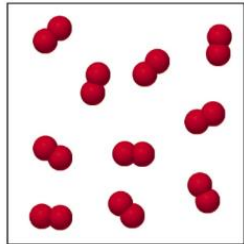


State	Particle arrangement	Properties
Solid		
Liquid		
Gas		

Diffusion

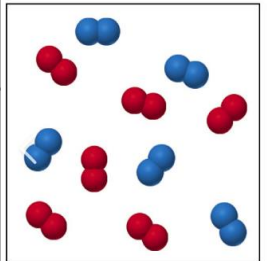
	E.g. O ₂ and CO ₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
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Gas	Test	Positive result
Hydrogen		
Oxygen		
Chlorine		
Carbon dioxide		



Pure substances

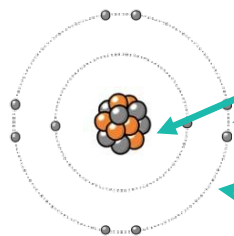
Impure substances



Year 7 Science: Structure of matter and Particles & changes

Atoms, elements and compounds

Atom	<i>The smallest part of an element that can exist</i>	Have a radius of around 0.1 nanometres and have no charge (0).
Element	<i>Contains only one type of atom</i>	Around 100 different elements each one is represented by a symbol e.g. O, Na, Br.
Compound	<i>Two or more elements chemically combined</i>	Compounds can only be separated into elements by chemical reactions.



Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Electronic shell	Max number of electrons
1	2
2	8
3	8
4	8

Electronic structures

Relative electrical charges of subatomic particles

7
Li
3

Mass number	The sum of the protons and neutrons in the nucleus	
Atomic number	The number of protons in the atom	Number of electrons = number of protons

Mixtures

Two or more elements or compounds not chemically combined together

Can be separated by physical processes.

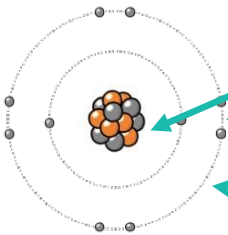
Method	Description	Example
Filtration	Separating an insoluble solid from a liquid	To get sand from a mixture of sand, salt and water.
Crystallisation	To separate a soluble solid from a solution	To obtain pure crystals of sodium chloride from salt water.
Simple distillation	To separate a solvent from a solution	To get pure water from salt water.
Fractional distillation	Separating a mixture of liquids each with different boiling points	To separate the different compounds in crude oil.
Chromatography	Separating substances that move by different amounts (due to solubility) through a medium	To separate out the dyes in food colouring. 125

Year 7 Science: Structure of matter and Particles & changes

Atoms, elements and compounds

Atom	The smallest part of an element that can exist	
Element	Contains only one type of atom	
Compound	Two or more elements chemically combined	

Mixtures	Two or more elements or compounds not chemically combined together	
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Central nucleus	
Electron shells	

Name of Particle	Relative Charge	Relative Mass
Proton		
Neutron		
Electron		

Electronic shell	Max number of electrons
1	
2	
3	
4	

Electronic structures

Relative electrical charges of subatomic particles

7

Li

3

Mass number		
Atomic number		

Method	Description	Example
Filtration		
Crystallisation		
Simple distillation		
Fractional distillation		
Chromatography		126

Year 7 Science: Forces and movement

Unit	Newton (N)	1N
Kilo	Kilonewton (KN) = 1000	1X 10 ³
Mega	Meganewton (MN) = 1000,000	1 X 10 ⁶

Weight = mass X gravitational field strength

Each Kg has a gravitational pull of 9.8N.

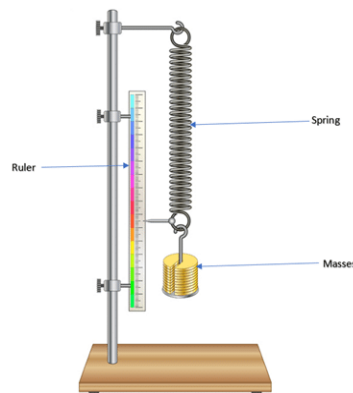
$$W = m \times g$$

Gravitational field strength	Gravity exerted around an object.	Earth's gfs = 9.8N/kg
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Gravity

Weight	Force acting upon an object due to gravity	Newton (N)
Mass	How much matter	Kilograms (Kg)

Area	Metres squares (m²)
Weight	Newton (N)
Mass	Kilograms (kg)
Gravitational field strength	Newton per kilogram (N/Kg)
Force	Newton (N)
Work done	Joules (J)
Distance	Metres (m)
Moment	Newton-metres (Nm)



Force	Newton (N)
Spring constant	Newton per metre (N/m)
Extension	Metres (m)
EPE	Joules (J)

Resultant force

The overall effect of all of the forces acting upon an object

Two forces acting in the same direction are added.
Two forces acting in the opposite direction are taken away.

The component forces combined have the same effect.

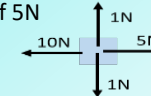
Contact and Resultant forces

Contact forces	Non- contact forces
Air resistance Tension Normal contact force Friction	Gravitational force Electrostatic force Magnetic force

Free body diagram

Show magnitude and direction of all forces upon an object

Object moves left with a force of 5N



Forces and elasticity

Work done and energy transfer

Work done

When work is done, energy is transferred

Work done = force X distance moved $W = F \times s$

1J of work is done when 1N of force moves an object through a distance of 1m, in the direction of the force.

Elastic deformation

The object has been stretched but returns to its original length

Inelastic deformation

The object has been stretched but does not return to its original length

Extension

The difference between stretched and unstretched lengths

One force

The object changes speed or direction

More than one force

The object changes shape

Stretching a spring

Force = spring constant X extension, $F = k \times e$

EPE = $\frac{1}{2}$ X spring constant X (extension)², $EPE = \frac{1}{2} ke^2$

Elastic Potential energy (EPE)

Energy stored in a stretched spring

Unit		1N
Kilo		1X 10 ³
Mega		1 X 10 ⁶

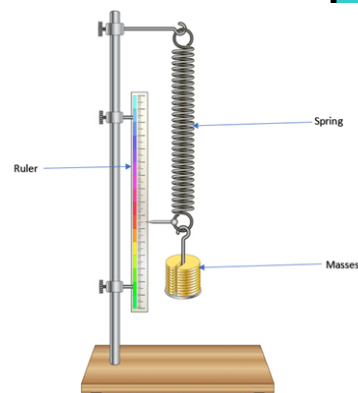
$$W = m \times g$$

Gravitational field strength	Gravity exerted around an object.	
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Gravity

Weight		
Mass		

Area	
Weight	
Mass	
Gravitational field strength	
Force	
Work done	
Distance	
Moment	



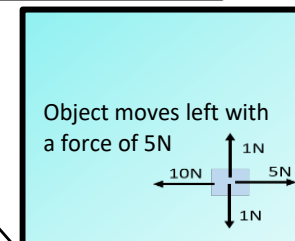
Force	
Spring constant	
Extension	
EPE	

Resultant force		

Contact and Resultant forces

Contact forces	Non- contact forces

Free body diagram	
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Forces and elasticity

Work done and energy transfer

Work done		

Elastic deformation	
Inelastic deformation	
Extension	

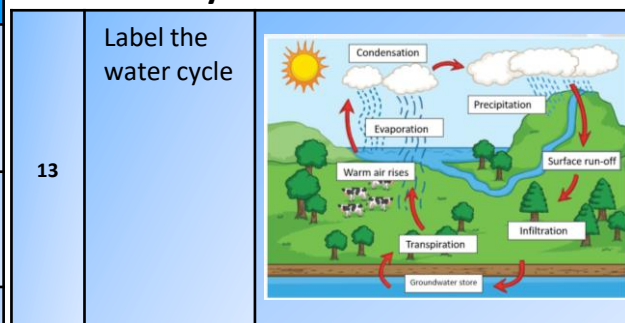
One force	
More than one force	

Stretching a spring	
Elastic Potential energy (EPE)	128

Key Vocabulary

1	Condensation	As moist air rises, it cools. Water vapor changes back into liquid water droplets. This produces clouds.
2	Evaporation	The sun heats the surface of the Earth. Water changes from a liquid into water vapor.
3	Precipitation	Moisture falling from the sky (e.g. rain, snow, hail)
4	Surface run-off	Water flowing across the surface of the ground.
5	Transpiration	Evaporation of water from the surface of plants
6	Water Vapour	When water turns from a liquid to a gas
7	Latitude	Invisible lines around the globe which measure distance from the equator
8	Population	The number of people in an area
9	Water deficit	Where the demand for water is greater than the supply
10	Water surplus	Where there is more water available than what is needed
11	Water availability	How much water is available
12	Water insecurity	The lack of access to fresh water

The water cycle:



Where is the water:

14	Where does our water come from in the UK?	In the UK water mainly comes from lakes, rivers and reservoirs. An example of this is Thirlmere reservoir in Cumbria.. The remaining water comes from underground sources that are known as aquifers.
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Water use and extraction:

15	How is water used in agriculture?	Farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
16	How is water used by industry?	The processing of raw materials and manufacture of goods in factories.
17	How is water used by domestic households ?	Use of groundwater by an individual or a household to support domestic activity. Such use may include water for drinking, washing, or cooking purposes.

Water security:

18	Why does Ethiopia have water scarcity?	In Ethiopia Less than half of the people in the country have access to clean, potable water. What many people do is store water in containers. But over time, those containers become contaminated. Many of the health problems and deaths in this country are caused by drinking contaminated water.
19	What causes Haiti to have little clean water?	. Haiti. This country has had water scarcity issues for years. However, the 2021 earthquake made the situation worse. What plumbing infrastructure the country had before the quake was mostly destroyed.
20	Why is South America water secure?	Large areas of South America are water secure because they are close to a large rainforest.

Water management:

21	Name four ways you can save water	<ul style="list-style-type: none"> • Have showers instead of baths • Charge more for water so people use it in a sustainable way • Install water meters in all homes • Water butts for using grey water in the garden • Fix leaking water pipes
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