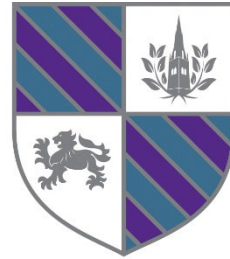Student Name:

MAGNUS CHURCH OF ENGLAND ACADEMY

Knowledge Organiser: November 2024

Year 7

"Wise men and women are always learning, always listening for fresh insights."
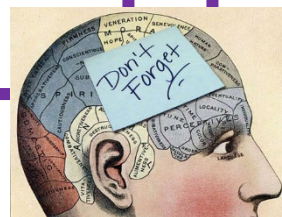*Proverbs 18:15 (The Message)*

Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.

2. Look, Cover, Write, Check – the traditional way of learning spellings!

3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.

4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.

5. Write it out in full on a blank version of the same format.

6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.

7. Recreate the knowledge organiser as a series of images and words

8. Write a set of test questions for yourself using the organiser.
   - Answer these without the organiser the next day.
   - Swap your questions with a friend to increase challenge.
   - Turn your questions in to a game by putting them on cards and playing with friends.

9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.

10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.

11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.

12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!

Year 7 Half term two key vocabulary

English	Maths	Science	RE
Indisputably	Index	Atoms	Worldview
Disturbingly	Prime Factorisation	Elements	Religion
Irrefutably	Negative Number	Compounds	Monotheistic
Undeniably	Prime Number	Displacement reaction	Prophet
Alarmingly	Operation	Alkali	Karma/Kamma
Discursive	Square	Indicator	Covenant
Convey	Cube	Independent variable	Messiah
Debate	Divide	Dependent variable	Deity
Implications	Root	Control variable	Founder
Objective	Calculate		Philosophy

History	Geography	Spanish	IT
Sources	Natural resource	Noun	Internet
Interpretation	Renewable	Adjective	World Wide Wb
Pilgrimage	Non-renewable	Verb	E-Safety
Repent	Biome	Connective	Username
Purgatory	Sustainability	Opinion verb	Password
Motte and Bailey Castle	Fossil fuel	Infinitive	Cyberbullying
Stone Keep Castle	Weathering	Frequency expression	Malicious Software
Concentric Castle	Extraction	Conjugate	Phishing
Influence	Mining	Adjectival agreement	Pharming
Crusade	Water scarcity	Wow phrase	Online abuse
		Exclamation	

PE	Drama	Dance	Art
Outwit	Pantomime	5 Dance Actions	Formal Elements
Opponents	Body Language	Dynamics	Abstract art
Attacking	Facial Expression	Facial expression	Composition
Defending	Gesture	Duet	Pattern
Control	Audience Participation	Solo	Shape
Tactics	Breeches Part	Adapt	Size/scale
Fluency	Pantomime Dame	Extend	Space
Positions	Stock Character	Choreograph	Complementary colours
Aesthetic	Posture	Unison	Harmonious colours
Warm-up	Projection	Cannon	Response
Cool-down			

Technology	Food	Music	PSHE
Aesthetics	Taste	Call and Response	Bullying
Cost	Texture	Cyclic Rhythms	Banter
Client	Aroma	Improvisation	By-stander
Environment	Garnish	Ostinato	Bully
Safety	Eat well guide	Percussion	Cyber Bullying
Size	Vitamins and minerals	Polyrhythm	Physical
Function	Carbohydrates	Pulse	Verbal
Materials	Protein	Syncopation	Emotional
Manufacturer	Fat	Sambista	Specific
	Fibre		Retaliate

Year 7 English—Stories from Different Cultures

1. Character Traits:

Term	Definition
Inconsiderate	Thoughtlessly causing hurt or inconvenience to others; selfish.
Disrespectful	Showing a lack of respect; impolite.
Well-intentioned	Wants the outcome to be good; striving for the best outcome.
Unsympathetic	Doesn't show sympathy; insensitive; unkind. The reader feels no sympathy for the character.
Empathetic	Showing the ability to understand and share feelings of others.
Harsh	Cruel; severe.
Pompous	Self– important; solemn.
Isolated	Having little in common or little contact with other people.
Intimidating	Threatening; using fear to get someone to do what they want.
Insincere	Doesn't express genuine feelings; dishonest; two-faced.
Charming	Pleasant; likeable; endearing
Manipulative	Exercising control or influence over someone; scheming; cunning; devious.
Intelligent	Clever; sharp; quick-witted.
Ambitious	Having or showing a strong desire and determination to succeed.
Insensitive	Showing or feeling no concern for others' feelings; blasé.
Persistent	Continuing with something despite obstacles

2. Structure of a Short Story:

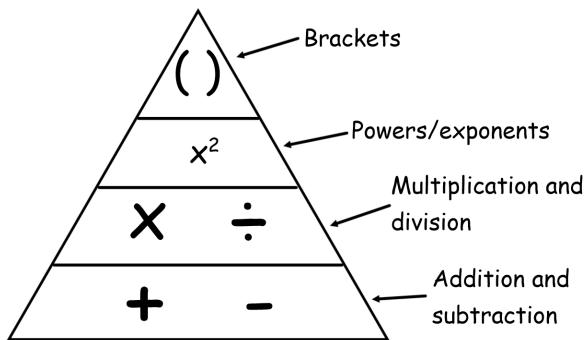|	
Opening	An **opening** establishes the following: the narrative voice (perspective or POV the story is told)/ person; setting- place, time, atmosphere/ mood, main character.
Development	The **development** is when the story **develops** in terms of the following: character, situation, relationships.
Complication/ Problem	A **Complication/ Problem** is encountered by a character and shows a character trying to overcome it.
Climax	A **Climax** is where all the action takes place and the emotions are at their highest; often there is **conflict** between people.
Resolution	A **Resolution** is where the story is either resolved or not. A character often **realises** something about themselves, a relationship, society.

3. Key Vocabulary:

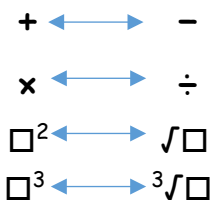|	
Convention	A typical feature/ characteristic that indicates the genre of a text.
Analyse	To carefully study something; consider it in detail.
Protagonist	The central character in a text.
Antagonist	A person who actively opposes or is hostile to the main character.
Conflict	A struggle, disagreement or argument against an opponent, self, thing or force.
Symbolism	The use of a person, situation or object to represent an idea.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Moral	Noun: a lesson that can be derived from a story or experience. Adjective: concerned with ideas of 'right' or 'wrong' behaviour.
Ironic	When something is the opposite to what you expect.

Year 7 English HT2: Stories from Different Cultures—Writing

1. The Structure of discursive writing:

Opening statement	A statement which outlines the discussion topic.
Point 1	An argument which supports the statement, supported by evidence and examples.
Point 2	The next argument which supports the statement, supported by evidence and examples.
Counter-point	An argument which is against the statement, supported by evidence and examples.
Powerful conclusion	Come to a reasoned conclusion, based on the facts.

2. Discursive Writing Key Vocabulary:

Purpose	Why: To present arguments and information from different viewpoints.
Audience	Who might want to read the piece of writing/who the piece of writing is for.
Discursive writing	A discussion of a particular topic with arguments presented relating to the topic.
Persuasive	Making you want or do a particular thing; make something desirable.
Convey	To communicate, make known, transfer.
Debate	A formal discussion where opposing arguments are put forward.
Implications	Something which is suggested indirectly or happens indirectly; the effects of something.
Objective	Not influenced by personal feelings or opinions.

2. Positive and negative discourse markers:

To show certainty of view	To show negative connotations/
Certainly,..	Alarmingly,...
Clearly,…	Distressingly,...
Indisputably,…	Disturbingly,...
Irrefutably,…	Terrifyingly,...
Undoubtedly,…	Tragically,...
Undeniably,…	Sadly,...
Unquestioningly,…	Shockingly,...
Without a doubt,…	Worryingly,...

4. Discursive Writing Conventions:

Written in present tense	For example 'People often claim that…', 'It is important to…', 'There is…', 'It may be…'.
Written in third person	For example 'It is often thought that…', 'There is a huge difference between…', 'People believe…'
A formal style of writing which is impersonal and objective	For example 'When pushed on the topic, many people feel that…', 'Undoubtedly, many people feel angry about…'
Structural shifts to show shifts from one point of view to the other.	For example 'To begin with,…', 'On the other hand,…', 'However,…', 'Supporters of….,',

Order of Operations

- Brackets
- x^2 — Powers/exponents
- $\times$ $\div$ — Multiplication and division
- $+$ $-$ — Addition and subtraction

Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

$\square^2 \longleftrightarrow \sqrt{\square}$

$\square^3 \longleftrightarrow \sqrt[3]{\square}$

Multiplying Integers
If the signs are the same, the result is positive.

$+ \times + = +$ $- \times - = +$

$+ \times - = -$ $- \times + = -$

Adding Negative Numbers

+ add +	Add the numbers; end result is a positive. E.g. 3 + 5 = 8
+ add –	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + - 5 = -2
- add -	Add the integers; end result is a negative. -3 + -5 = -8

Square Numbers
1×1 or $1^2 = 1$
2×2 or $2^2 = 4$
3×3 or $3^2 = 9$
4×4 or $4^2 = 16$
5×5 or $5^2 = 25$
6×6 or $6^2 = 36$
7×7 or $7^2 = 49$
8×8 or $8^2 = 64$
9×9 or $9^2 = 81$
10×10 or $10^2 = 100$
11×11 or $11^2 = 121$
12×12 or $12^2 = 144$

Cube Numbers
$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Column Addition

29 + 35 = 64

9+5=14
14 is more than 10!

Column Subtraction

64 - 27 = 37

(10+4=14)

14

Written methods
Multiplication (Grid method)
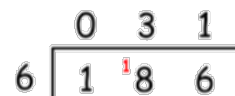26×5

✖	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, 100 + 30 = 130.

Division (Bus stop)

$186 \div 6$

0 3 1
6 | 1 8 6

6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

Rounding (to different degrees of accuracy)

* 5 and above rounds up *

24.356   To the nearest integer (whole number)

24

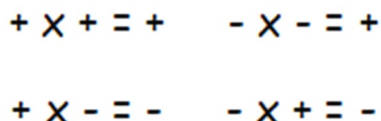24.356   To 3 significant figures (starting at first non-zero digit)

24.4

24.356   To 2 decimal places (digits after the decimal point)
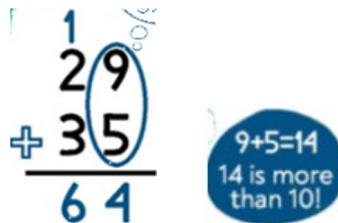
24.36

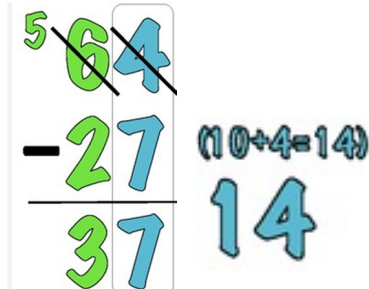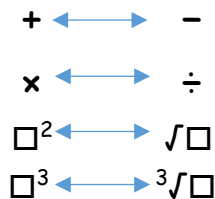Draw in your line then check the number to the right

Order of Operations

- ( ) — Brackets
- x^2 — Powers/exponents
- × ÷ — Multiplication and division
- + − — Addition and subtraction

Inverse Operations

+ ⟷ −

× ⟷ ÷

$\square^2$ ⟷ $\sqrt{\square}$

$\square^3$ ⟷ $\sqrt[3]{\square}$

Multiplying Integers

If the signs are the same, the result is positive.

+ ✗ + = +   − ✗ − = +

+ ✗ − = −   − ✗ + = −

Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. 3 + 5 = 8
+ add −	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + - 5 = -2
- add -	Add the integers; end result is a negative -3 + -5 = -8

Subject Terminology

Index	Also known as 'power' or 'exponent'. The index of a number says how many times to use the number in a multiplication.
Prime Factorisation	Finding which prime numbers multiply together to make the original number
Negative Number	Any number that goes below zero.
Prime Number	A number with 2 factors, 1 and itself
Operation	A mathematical process. The most common are add, subtract, multiply and divide (+, −, ×, ÷).
Square	When a number is multiplied by itself, twice. E.g. $4^2 = 4 \times 4$
Cube	When a number is multiplied by itself three times. E.g. $2^3 = 2 \times 2 \times 2$

Square Numbers

1×1 or $1^2 = 1$
2×2 or $2^2 = 4$
3×3 or $3^2 = 9$
4×4 or $4^2 = 16$
5×5 or $5^2 = 25$
6×6 or $6^2 = 36$
7×7 or $7^2 = 49$
8×8 or $8^2 = 64$
9×9 or $9^2 = 81$
10×10 or $10^2 = 100$
11×11 or $11^2 = 121$
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Cube Numbers

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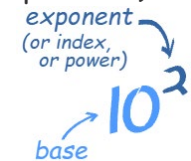$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Prime Numbers

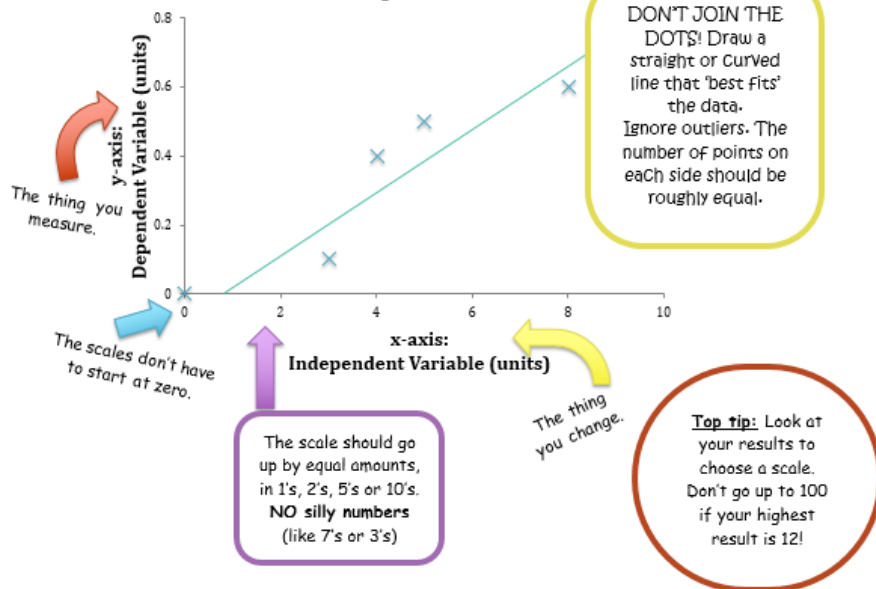| 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Index Notation

The exponent (or index or power) of a number says **how many times** to use the number in a **multiplication**.

10^2 means **10 × 10** = 100 (It says **10** is used **2** times in the multiplication)

exponent (or index, or power)

10^2

base

How to draw a line graph

Title: A Graph to show...

DON'T JOIN THE DOTS! Draw a straight or Curved line that 'best fits' the data. Ignore outliers. The number of points on each side should be roughly equal.

y-axis: Dependent Variable (units)

The thing you measure.

The scales don't have to start at zero.

x-axis: Independent Variable (units)

The thing you change.

The scale should go up by equal amounts, in 1's, 2's, 5's or 10's. NO silly numbers (like 7's or 3's)

Top tip: Look at your results to choose a scale. Don't go up to 100 if your highest result is 12!

5 signs a chemical reaction has taken place

| Colour change	Production of odour	Change of temperature	Production of gas	Production of precipitate
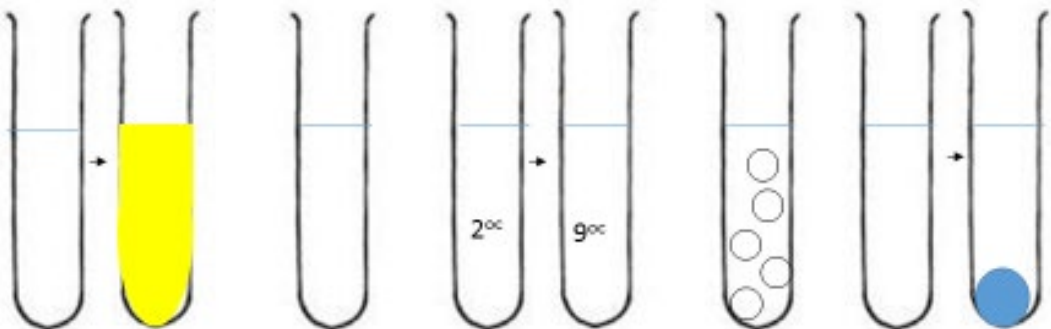
Subject Terminology	Definition
Atoms	The smallest part of an element that can exist.
Elements	a substance that consists of only one type of atom and it cannot be broken down into anything simpler.
Compounds	Substances made up of two or more elements chemically joined together.
Displacement reaction	A reaction where a more reactive metal will take the place of a less reactive metal from its compounds
Alkali	A soluble base (pH of 8-14)
Indicator	A reagent that changes colour depending on the substance present.(e.g. acid, alkali)
Independent variable	The variable that you change in an investigation.
Dependent variable	The variable that you measure in an investigation.
Control variable	All the variables that you keep constant in an investigation.

Using observations to predict the reactivity of metals

	metal	reaction when heated in air	Order of reactivity
Least reactive metal	gold	no change	4
	mercury	slowly forms a red powder	2
Most reactive metal	sodium	bursts into flames straight away	1
	iron	very slowly turns black	3

Speed, distance, time graphs

Distance-time graphs are used to show how far something travels in a certain amount of time.
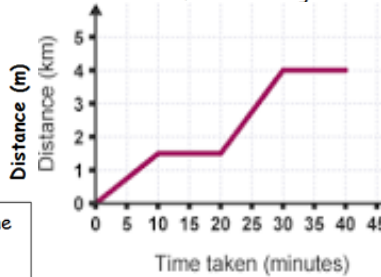
A straight, diagonal line shows the object is moving at a constant speed

A horizontal line shows the object is not moving.

The steeper the line, the faster the object is moving.

| Subject Terminology	Definition
Non -contact force	A force that acts between two objects that are not touching
Contact force	A force that act between two objects that are physically touching each other
Balanced force	When two forces acting on an object are equal in size but act in opposite directions
Unbalanced force	When two forces acting on an object are not equal in size, we say that they are unbalanced forces.
Resultant force	A single force that has the same effect as all the forces acting on the object.
Gravitational potential energy	The energy stored in an object that is raised above the ground
Gravitational field strength	Strength of the gravitational field of an object.
Orbit	form of circular motion

Key calculations

Weight = mass x gravitational field strength

Distance = speed x time

	Name of Unit (what it is measured in)	Unit Symbol
Distance	Metres	m
Speed	Metres per second	m/s
Time	Seconds	S
Weight	Newtons	N
Mass	Kilograms	Kg
Gravitational field strength	Newtons per kilogram	N/kg

Identifying forces

Up thrust

Water resistance (drag)

Thrust

Weight

Air resistance

Weight

Weight
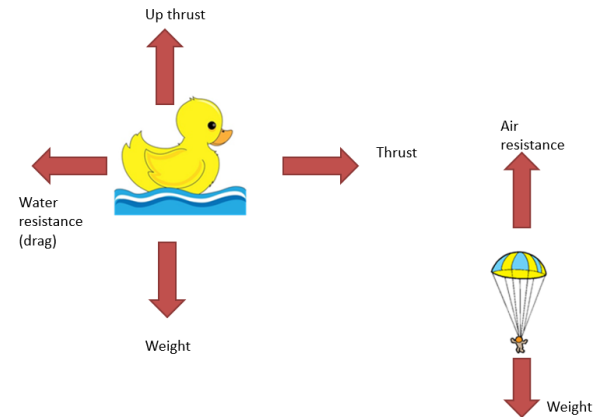
Key Facts

The Earth has four major parts, all working in harmony to make the planet function. These four parts are called spheres – lithosphere, hydrosphere, atmosphere and biosphere

Soil is a thin layer on the Earth's surface between the lithosphere and biosphere. It is a layer of minerals, water and organic matter that forms from the weathered rock below and decaying vegetation above.

97% of the Earth's water is saltwater and only 2.5% is freshwater. 79% of this freshwater is frozen in glaciers and polar ice caps. 0.01% of Earth's freshwater is accessible to us in rivers and lakes.

Rocks are natural material made of grains of one or more mineral. A mineral is a natural compound that usually exists in rocks as crystals. Geologists classify rocks into three groups according to how they are formed: igneous, sedimentary and metamorphic

The rainforest biome contains 75% of the world's plants, and about 50% of the animals. The largest rainforest, the Amazon, is 5.5 million km².

Humans are using 30% more resources than the Earth can replenish each year.

Actions to improve sustainability can operate at a number of levels.
Local – by individuals, schools and communities, for example recycling resources as part of waste disposal or saving energy by using low-energy lightbulbs.
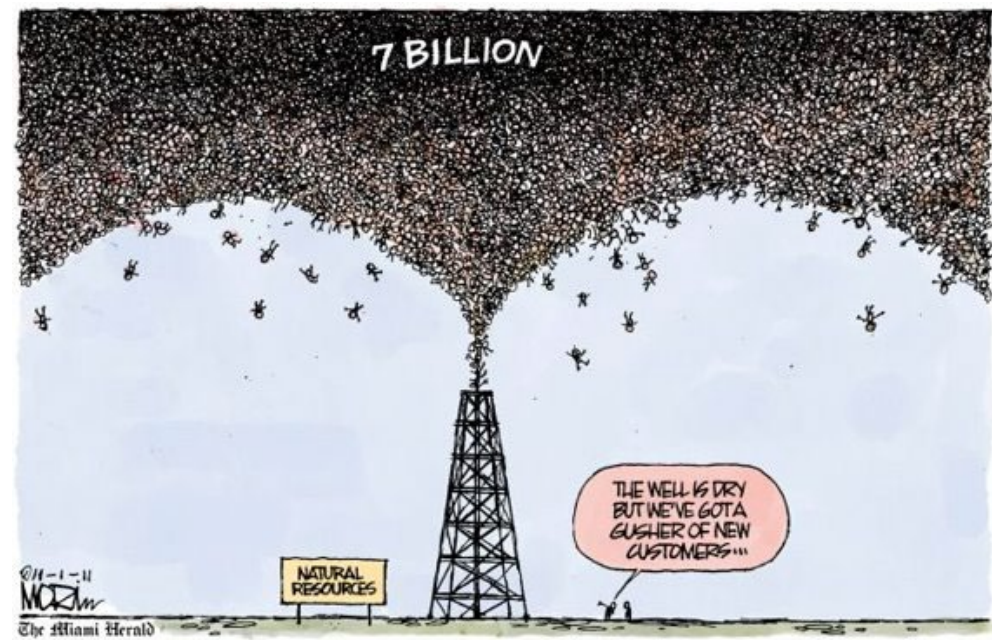**National** – the UK Government has begun to encourage sustainable use of energy by offering incentives to companies and people to use renewable energy sources.
International – organisations like the United Nations are working with countries to encourage them to work together to tackle global issues. You will investigate actions at this scale in future units.
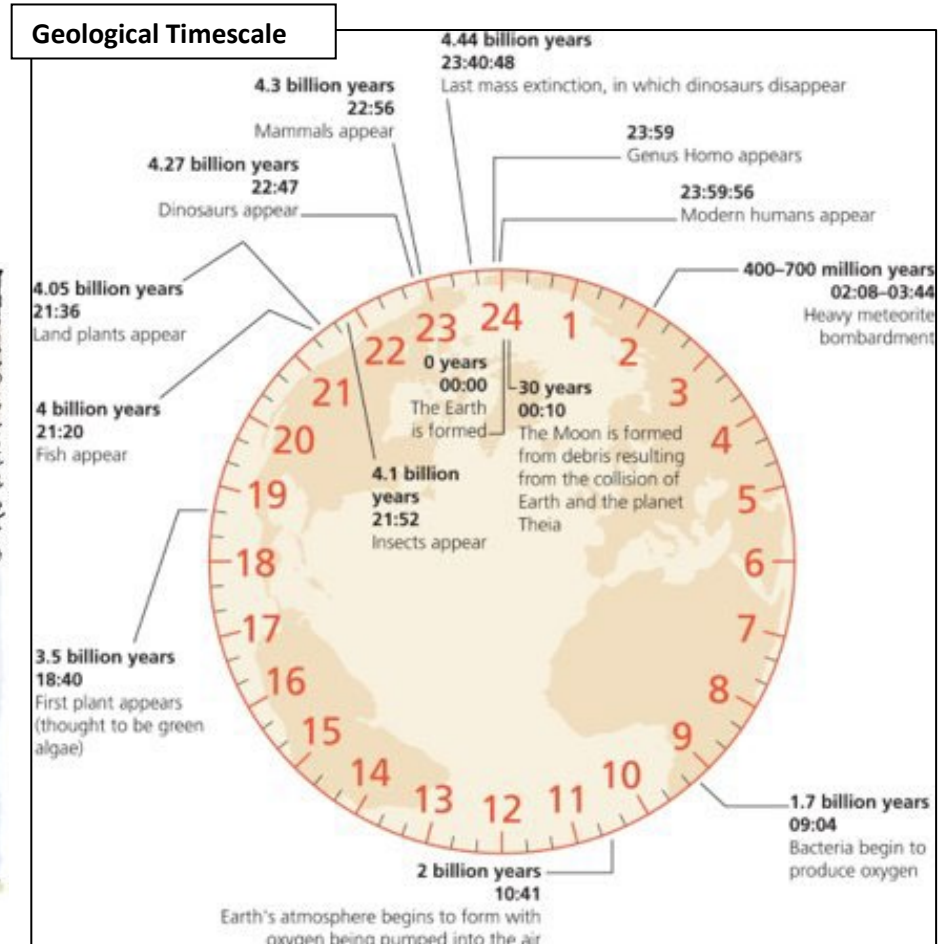
TECHNICAL VOCABULARY

Natural Resource	Materials found in nature that we need to live and survive
Renewable	A resource is one that is replaced by the natural processes of one of the Earth's spheres which take place in less time than the average human life. These are air, water, wind, sunlight and living things.
Non-renewable	A resource which takes millions of years to be replaced naturally, to humans this seems like they will never be replaced – fossil fuels.
Biome	A Biome is a large region with its own distinct climate, plants, and animals. The climate dictates what a biome will be like. That is because plants and animals adapt to suit the climate.
Sustainability	The practice of using natural resources responsibly, so they can support both present and future generations
Fossil Fuel	Made from decomposing plants and animals. These fuels are found in the Earth's crust and contain carbon and hydrogen, which can be burned for energy. Coal, oil, and natural gas are examples of fossil fuels
Weathering	The breaking down or dissolving of rocks and minerals on the surface of the Earth
Extraction	The removal of something, such as a natural resource.
Mining	The process of taking a natural resource out of the ground. It usually refers to the extraction of metals, stones and coal.
The National Grid	Carries electricity from power stations to customers

UK strategic sustainability goals	Our objectives
People: ensuring good jobs and greater earning potential for all in our supply chains	To promote best practice construction skills and to enable our supply chain to invest in people's development
Places: creating prosperous communities across the UK	To actively encourage the use of local and SME suppliers and to inform and involve local communities in our projects
Resources: using resources from nature more sustainably and efficiently	To identify and implement opportunities to use natural and finite resources better so that we use materials more innovatively and efficiently
Nature: thriving plants and wildlife	To minimise ecological damage and enhance biodiversity
Climate change: mitigating and adapting to climate change	To consider the impact of a changing climate on our operations. To reduce our greenhouse gas emissions in line with the UK carbon emissions reduction targets and to explore how we can help others minimise their carbon emissions (for example, by utilising mine heat for energy) and adapt to the effects of climate change (for example, by reducing flood risk by capturing flood waters)
Minimising waste	apply the waste hierarchy to maximise the value of our resources and eliminate single-use plastics from our offices and minimise their use in our operations and construction activities

UK Gov sustainability plan

7 BILLION
THE WELL IS DRY BUT WE'VE GOTA GUSHER OF NEW CUSTOMERS...
NATURAL RESOURCES
© Jim Morin/The Miami Herald/Morintoons Syndicate

Geological Timescale

4.44 billion years 23:40:48 Last mass extinction, in which dinosaurs disappear
4.3 billion years 22:56 Mammals appear
23:59 Genus Homo appears
4.27 billion years 22:47 Dinosaurs appear
23:59:56 Modern humans appear
4.05 billion years 21:36 Land plants appear
400–700 million years 02:08–03:44 Heavy meteorite bombardment
4 billion years 21:20 Fish appear
0 years 00:00 The Earth is formed
30 years 00:10 The Moon is formed from debris resulting from the collision of Earth and the planet Theia
4.1 billion years 21:52 Insects appear
3.5 billion years 18:40 First plant appears (thought to be green algae)
1.7 billion years 09:04 Bacteria begin to produce oxygen
2 billion years 10:41 Earth's atmosphere begins to form with oxygen being pumped into the air

1066		
Contenders	**Battles**	**Consequences**
On 5th January, 1066, King Edward the Confessor died. He had no children so there was no one who would naturally become the next King of England.		
Three men claimed that they had the right to rule England: • Harold Hardrada • Harold Godwinson • William of Normandy	**Harold Godwinson** became King after the death of Edward the Confessor because he was the only one in the country! The others are not happy and …	William began to build **castles (Motte and Bailey)** to establish his control on England. The castles were a symbol of Williams power and allowed him to protect his soldiers.
Harold **Hardrada was a Viking He was King of Norway** from 1046 to 1066. Hardrada means The Hard Ruler. He was a talented military general and is often called the last Great Viking.	Harold Hardrada attacked the North of England with 500 ships. On the 25th Sep, Harold met Hardrada at the **Battle of Stamford Bridge**. Harold Godwinson won!	William conducted a study called the '**Domesday Book'**. This allowed him to collect important information on the people of England.
Harold Godwinson was from **England**. Son of a great Anglo-Saxon Lord and wealthiest man in England.	However, by now William had landed in the South of England … Harold had to rush south to meet him.	Castles allowed William to keep control because it was a base for the Normans and it intimated the Anglo-Saxons.
William of Normandy was a **Norman**. He was a brutal leader who cut the hands and feet off his enemies.	They met on the 14th October on a hillside in **Hastings**. William won the battle and became King of England.	Domesday book allowed William to keep control as he was able to assess the wealth of his people

The Crusades

The Crusades were a series of wars where **Christians and Muslims** fought to control the Holy Land.	Look at the sources below. How do they differ? Which Interpretation do you find more convincing about Saladin's character?
Jerusalem is a holy place for Christians because many important events in the life of Jesus happened there. It is holy to the Muslim religion, Islam, too. Muslims believe their prophet, Mohammed, visited Heaven from there.	*A description of Saladin by Z. Oldenbourg* This extraordinary man's behaviour was anything but saintly. He was not incapable of cheating. He was calculating, cold and unscrupulous. He managed to put a good face on even his most questionable actions.
The Crusades dragged on and off for about 200 years. English Knights and solider mainly fought in what is known as the Third Crusade between the years 1189 – 1192 under the King, Richard the Lionheart.	*Fiona Macdonald, A modern historian, describes Richard the Lionheart and Saladin.* Both were strong and resourceful characters. Both risked personal danger with courage and good humour. Both inspired immense loyalty and devotion among the men who fought with them. Both achieved great success in war.
The Pope would encourage all Christian countries to attack the Holy Land and make promises such as a pass to Heaven. People would fight in order to gain money, power. Land and to gain religious prizes such as redemption from sin.	

TECHNICAL VOCABULARY

Sources	Something that tells us about history. It may be a document, a book, or an object.
Interpretation	When a certain historical event is described from different points of views.
Pilgrimage	A journey, especially a long one, made to some sacred place as an act of religious dedication.
Repent	To show or say that you are sorry for a religious sin you have committed.
Purgatory	A Roman Catholic belief that souls get trapped between heaven and hell after death. They believe that the amount of time they are trapped there depends on how many sins they have committed in their lives.
Motte and Bailey Castle	A fortification built by the Normans with a wooden keep situated on a raised earthwork called a motte. These were quick to build but vulnerable to fire.
Stone Keep Castle	Stone keep castles were built all over Medieval England, many by William the Conqueror. They replaced the many wooden keeps and were more difficult to attack.
Concentric Castle	A stone castle with at least two rings of outer walls, one inside the other. These were built later and were very hard to attack.
Influence	The ability to have an effect on another person, controlling their actions or persuading them to do something.

In the Middle Ages, the Church was very powerful. This meant that Church leaders were involved with other things beside preaching sermons. Some helped the government to run the country, while some studied subjects like science and came up with new ideas. Some church leaders set up schools and hospitals.	
In the Middle Ages very few people could read and write. The Church was the only organisation that had lots of well-educated people.	As the only people who could read, priests were the only ones who could find out about different subjects like science, history and geography. So people who were interested in these subjects had to become priests, monks or nuns.
Many hospitals were run by the Church. The Church was supposed to give money to the poor. So if you had money troubles your best way of getting help was to as a priest, monk or nun.	The Church was very rich, as it was the biggest landowner. When people wanted to give a big gift to the Church, they often gave land. As a result priests, monks and nuns spent a lot of time as landlords.
How did people get to Heaven?	
Route 1 – The Priest People could confess their sins to a priest which would then make them sin free.	Route 2 – Pilgrimages People would travel a long way to show how sorry they were for the sins they had committed.
Route 3 – Buying your way People often left money for prayers to be said after they died. This was to relieve them of their sins.	Route 4 – Become a monk or nun People would devote their whole life to God in order to reach Heaven when they died.

Hearts and Minds
Historical Substantive Concepts

MONARCHY

Changes occurred in 1066 as a Norman King replaced the Anglo-Saxon King and a new system of order was installed.

RELIGION

In the Medieval period the Church was very powerful and rich. Church leaders were involved with lots of other things beside preaching. Many Church leaders helped the government to run the country, set up schools and hospitals and studied subjects like science.
What impact did The Crusades have on religion?

INVASION

Consider the Norman Conquest and the impact that it had on England. Leading Anglo-Saxon Thegn's were either killed or removed from their position so William could strengthen his control on England.

POLITICAL REFORM

IDEOLOGY

Consider the idea's that William brought with him from Normandy (Europe) and introduced to England.
These were new inventions and methods that had never been seen in England before.

CONFLICT

Investigate the battles of 1066 to understand what the causes and consequences of these events were. Look at the Crusades and the impact they had on the modern world.

REVOLUTION

Many Anglo-Saxons were unhappy with William the Conquerors high taxes and brutal methods for keeping control.
Numerous rebellions and uprisings occurred throughout England that led William to punish the Anglo-Saxon. The most famous example is Harrying of the North where he murdered between 100,000 to 150,000 Anglo-Saxons.

TAX & ECONOMY

The Domesday book was created by William the conqueror for him to assess the wealth of his people and collect taxes off them.

Half-Term 2   Subject Spanish 7 Me, my family and friends

¿Cómo eres?   Describe tu madre.   ¿Te llevas bien con tu familia?

Week 1

OPINION	NOUN
Me encanta(n) = I love	mi padre = my dad
Me chifla(n) = I love	mi madre = my mum
	mis padres = my parents
	mi hermano = my brother
Me gusta(n) mucho = I really like	mi hermana = my sister
Me gusta(n) = I like	mi abuelo = my granddad
	mi abuela = my grandma
Me da(n) igual = I don't care about	mi tío = my uncle
	mi tía = my aunt
No me gusta = I don't like	mi sobrino = my nephew
No me gusta(n) nada = I really don't like	mi sobrina = my niece
No me importa(n) = I don't care about	mi primo = my cousin (m)
	mi prima = my cousin (f)
Odio = I hate	mi padrastro = my stepdad
Detesto = I hate	mi madrastra = my step mum
	mi hermanastra = my stepsister
Me llevo bien con = I get on with	mi novio = my boyfriend
No me llevo bien con = I don't get on with	mi bisabuela = my great grandma
No aguanto = I can't stand	mi bisabuelo = my great granddad
	mi cuñado = my brother in law

Week 2

CONNECTIVE because	TIME PHRASE	VERB	ADJECTIVE o-a-os-as e-es, consonant- add es
porque	siempre = always	soy = I am	gracioso = funny
dado que	casi siempre = almost always	eres = you are	divertido = fun
puesto que	normalmente = normally	es = he/she is	maduro = mature
ya que	a menudo = often	somos = we are	cariñoso = caring
aunque = although	generalmente = generally	sois = you (plural) are	simpático = kind
	por lo general = generally	son = they are	antipático = unkind
	a veces = sometimes		aburrido = boring
	de vez en cuando = sometimes		ambicioso = ambitious
	rara vez = rarely		modesto = modest
	raramente = rarely		travieso = naughty
	casi nunca = almost never		sincero = sincere
	nunca = never		molesto = annoying
			perezoso = lazy
			triste = sad
			fiel = loyal
			fuerte = strong
			alegre = happy
			hablador = chatty
			egoísta = selfish

Week 3

VERB	NOUN	ADJECTIVE
tengo = **I have** tienes = **you have** tiene = **he / she has** tenemos = **we have** tenéis = **you (plural) have** tienen = **they have**	los ojos = **eyes**	marrones = **brown** azules = **blue** verdes = **green** grises = **grey**
	el pelo = **hair**	rubio = **blond** castaño = **brown** moreno = **dark brown** pelirrojo = **ginger** largo = **long** corto = **short** liso = **straight** ondulado = **wavy** rizado = **curly**
soy = **I am** eres = **you are** es = **he / she is** somos = **we are** sois = **you (plural) are** son = **they are**	un poco = **a bit** bastante = **quite** muy = **very**	alto = **tall** bajo = **short** delgado = **slim** gordo = **fat** grande = **big** pequeño = **small** guapo = **good looking** feo = **ugly** calvo = **bald** joven = **young** viejo = **old**

Week 4

Time phrase	VERB	
siempre = **always**	nos discutimos = **we argue**	demasiado = **too much**
casi siempre = **almost always**	nos peleamos = **we fight**	mucho = **a lot**
normalmente = **normally**	hablamos = **we speak**	juntos = **together**
a menudo = **often**	comemos = **we eat**	un poco = **a bit**
generalmente = **generally**	salimos = **we go out**	en casa = **at home**
por lo general = **generally**	pasamos mucho tiempo juntos =	**we spend a lot of time together**
a veces = **sometimes**	me molesta(n) =	**he/she (they) annoys me**
de vez en cuando = **sometimes**	me fastidia(n) =	**he/she (they) annoys me**
rara vez = **rarely**	me cuida(n) =	**he /she (they) looks after me**
raramente = **rarely**	nos llevamos como el perro y el gato	**we fight like cat and dog**
casi nunca = **almost never**	nos llevamos = **we get on**	bien = **well** mal = **badly**
nunca = **never**		fatal = **really badly**

CARTOON CAPERS

The name of the **cartoon** means that the events in the **cartoon** represent mischief, as the informal meaning of **Caper** is "a ridiculous activity".

5 KEY DANCE ACTIONS

JUMP: It is very rare for a dance to be completed all on one level and jumping allows the performer to create flight and dynamic movement into the sequence.

TURN: All dances require different types of turns, on different levels and sometimes around different axes.

TRAVEL: This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another.

STILLNESS: By holding a specific pose, the performer or group are creating a shape that reflects the music or genre of the sequence.

GESTURE: It is when you move a part or the whole of your body but not using your weight, e.g. stretching, bending and twisting.

SUBJECT TERMINOLOGY

5 Dance Actions	Jump, turn, travel, gesture, stillness
Elements of Dance	They make up the foundation for every dance style. Action, space, dynamics, relationships
Action	The movement which is performed by the dancer
Space	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns,
Dynamics	How the dancer moves e.g. fast/slow, smooth/sharp
Relationships	Who the dancer with and the way they move together e.g. lead and follow, mirroring, in formation, complement and contrast
Stimulus	Something that provokes an idea for a dance piece
Canon	When a dance action is performed one after another
Unison	Is to perform the same movement at the same time
Choreography	To create your own sequence of movements
Performance skills	Is being ready to perform in your starting position, not fidgeting, giggling, talking during the performance and holding your ending position after you have performed
Facial Expression	Use of the face to show mood, feeling or character
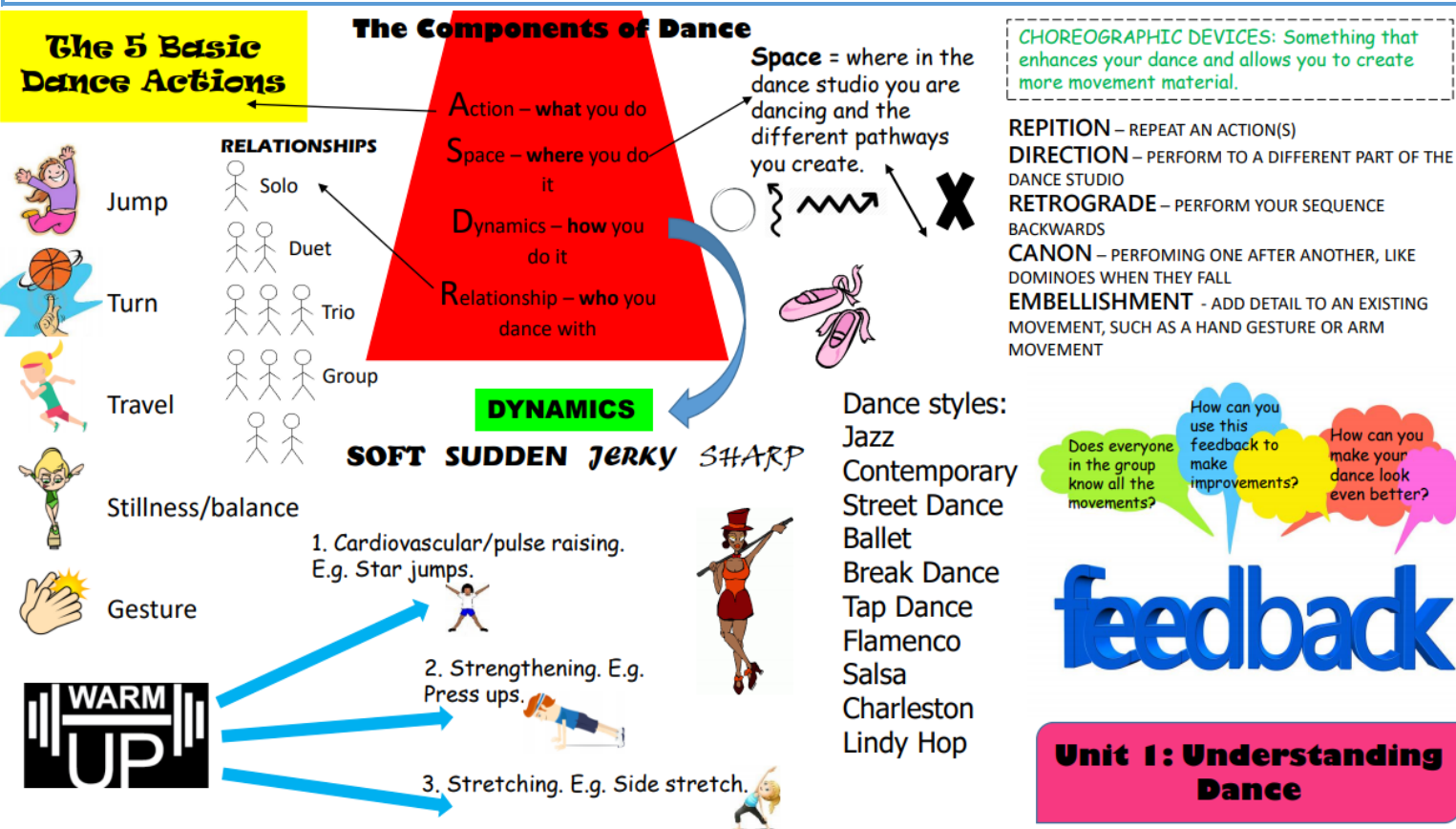
ELEMENTS OF DANCE

The Elements of Dance are the foundational concepts and vocabulary that help students develop movement skills and understand dance as an artistic practice. This framework is a way to discuss any kind of movement. While different dance styles call for specialized skills and stylization choices, the underlying elements of dance are visible in all dance experiences. In order to understand and talk about the Elements of Dance, we need to first be able to describe what we see and hear when we watch a video or a live presentation of dance. Sounds simple, right? But describing something without judgment or personal opinion is hard. People quickly form opinions about a new experience and students may jump right away to a personal reaction or a perceived meaning. Learning to slow down and simply describe what we notice is the first step in examining dance.

A Brief History of Pantomime

In the United Kingdom, the word "Pantomime" means a form of entertainment, generally performed during the Christmas season. Most cities and towns throughout the UK have a form of Pantomime at this time of year. The origins of British Pantomime or "Panto" as it is known date back to the middle ages, taking on board the traditions of the Italian "Commedia dell' Arte", the Italian night scenes and British Music hall to produce a basic art form that has constantly adapted to survive up to the present day.

Pantomime has become a thriving business in this country. Large theatres compete with each other for the subjects and "star" names that will attract full houses, and the pantomime can often run for six to eight weeks, providing much needed revenue to box offices up and down the country. Twenty years ago the average run of a pantomime could be from the week before Christmas up until the end of February, but today few theatres can sustain such a length of run.

TECHNICAL VOCABULARY

Pantomime	A **theatrical** entertainment, mainly for children, which involves music, topical jokes, and slapstick comedy and is based on a fairy tale or nursery story, usually produced around **Christmas.**
Body language	How you move/hold your body to show attitude and feelings.
Facial expression	How you move/hold your face to show attitude and feelings.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.
Stock Characters	A **stock character** is a stereotypical fictional **character**, whom audiences recognise from frequent recurrences in a particular genre of performance or literature.
Audience Interaction	The audience will interact directly with the actors on stage. In Pantomime this may come in the form of a 'Hiss' or a 'Boo' when the evil character enters.
Breeches Part	A male character that is played by a female actor in breeches. For example –Peter Pan or Jack from Jack and the Beanstalk.
Pantomime Dame	An exaggerated comedic female character in a **pantomime** played by a male actor.

Stock Characters

The Female Love Interest:

- is always beautiful and kind;
- often tries to help people;
- is always dreaming about true love
- she marries the prince in the end

The Handsome Prince:

- is always rich and brave;
- always falls in love with the beautiful girl;
- always wins the fight with the evil baddy.

The Evil Character:

- Will try and out do the good characters but they always get beaten in the end.
- The audience normally 'boo' or 'hiss' when this character comes onto the stage.

Pantomime Dame

Breeches Part

SAMBA

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.

A. Key Words and Terms in Samba Music

CALL AND RESPONSE – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one.

CYCLIC RHYTHM – a rhythm that is repeated over and over again.

IMPROVISATION – making up music as you go along, without preparation.

OSTINATO – a repeated pattern. Can be rhythmic or melodic; usually short.

PERCUSSION – Instruments that are mostly hit, scraped or shaken to produce sound. Samba uses many percussion instruments which together are called a **BATERIA**.

POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping each other to create a thick texture.

PULSE – a regular beat that is felt throughout music

RHYTHM – a series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse.

SYNCOPATION – accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an **OFFBEAT** feel.

SAMBISTA – the leader of a Samba band or ensemble, often signalling cues to the rest of the band of when to change sections within the music with an **APITO** (Samba whistle)

B. Form and Structure of Samba

Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again **(CYCLIC RHYTHMS)** forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and **MID SECTIONS** – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who "shows off" their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle – loud!). A piece of Samba can end (this section is called the **CODA**) with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:

Intro	Groove	Break	Groove	Mid-Section	Groove	Mid-Section	Groove	Break	Groove	Coda

C. Texture of Samba Music

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms **(OSTINATOS)** creating **CROSS-RHYTHMS** (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms – a **POLYRHYHM** or a **POLYRHYTHMIC TEXTURE**.

D. Dynamics of Samba Music

The dynamics of Samba music are normally **VERY LOUD** – it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for dramatic effect.

E. Tempo of Samba Music

Samba music is generally **FAST** at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

F. Instruments, Timbres and Sonorities of Samba

SURDO	REPINIQUE	TAMBORIM	CHOCOLO	RECO-RECO	APITO	AGOGO BELLS	CAIXA DE GUERRO

Wassily Kandinsky

- Kandinsky was born in Russia in 1866.
  He died in France in 1944.
  He lived during both world wars.

- He was the first person to make Abstract paintings.
  This upset some people as they found it shocking.

- He wanted to make musical paintings and thought that colours were like musical notes.

- He was a musician and played the piano.

- He believed that colours can have meanings; for instance, black could mean death and blue could mean sad.

Swinging, 1925

Describe the picture Swinging using the formal elements. Do you like the picture or not and explain why.

TECHNICAL VOCABULARY	
Formal Elements	Different parts used to make an art piece
Abstract art	Art that is non recognisable images
Composition	How objects, shapes and patterns are arranged
Pattern	A single or repeated design of shapes
Shape	A series of lines that form the outline
Size/scale	How big or small something is.
Space	The area that is unoccupied
Complementary colours	The colours opposite each other on the colour wheel
Harmonious colours	The colours next to each other on the colour wheel
Response	A reaction (to the work of an artist)

Which image is abstract? Explain why the image you chose is abstract.
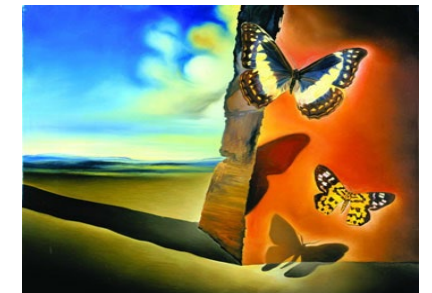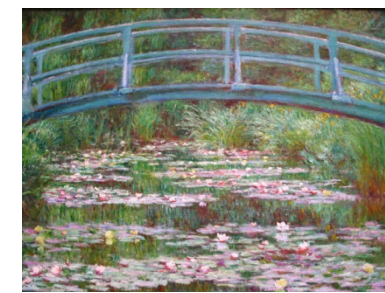
Technology Knowledge organiser

ACCESS FM	To think about?
Aesthetics	Consider you want it to looks – Cartoony/ funky/ mature/ girli/ futuristic/ minimalistic. Also think of possible colour combinations.
Cost	Cost to buy and sell. How much do you want to put into the project? Is it going to be a high/ mid or low end product?
Client (target market)	Who are you aiming the product at? Suggest a range of users.
Environment	Where could this product live Where can it be stored? Where will it be used?
Safety	Sharp edges/ No loose parts/ No use of toxic materials/ Remove all splinters/ Age range on the design Instructions for use.
Size	Suggest sizes and explain why LENGTH X WIDTH X HEIGHT always in MM
Function	Write down plenty of ideas of this this could work. Do little sketches if it helps. How well does it need to work?
Materials	Consider all types. 1. Fabrics 2. Metal 3. Wood 4. Paper 5. Plastic
Manufacture	Consider the following 1 CAD 2. CAM 3. Hand tools 4. Machine tools

Iteration – Design, model and evaluate

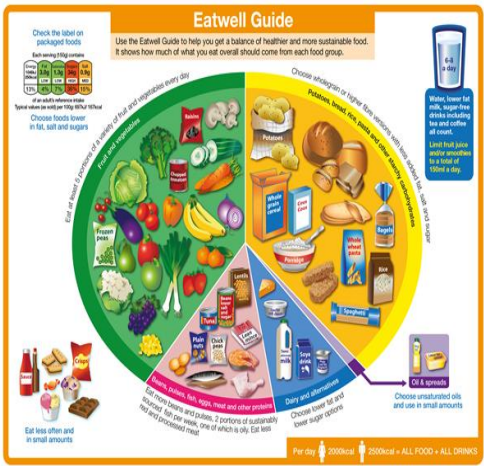### Why do designers model?

- To understand true size.
- To get accurate proportions.
- Modelling in card is cheap and saves money
- To see if it works
- Does it look good?
- Find out what properties the design needs
- Consider materials for the right job
- How can it be developed/ improved.
- Have client feedback

What makes a good Task analysis ?

- Use ACCESS FM consideration to come up with ideas
- Write down all possibilities, no matter how simple, radical or complicated.
- Space out the information.
- Write neatly
- Review your work after and circle information you like

What makes a good Product analysis ?

- Use ACCESS FM consideration to evaluate the product
- Give as much detail as possible when explaining the product.
- Use vocabulary that is descriptive.
- Use arrows to explain what you are talking about.
- Be neat and tidy.

What makes a good design page?

- Keep colours to a minimum.
- Don't colour everything in.
- Thick and thin lines around the ideas.
- Shadows on the back line.
- 3D and 2D drawings.
- Using arrows.
- Basic annotations.

What makes a good DEVELOPMENT design page?

- Keep colours to a minimum.
- Don't colour everything in.
- Thick and thin lines around the ideas.
- Back drops.
- Shadows on the back line.
- 3D and 2D drawings.
- Ideas drawn from different angles.
- Using arrows.
- Annotations to explain.

Additional

Role of a designer	To solve a problem
Context	Is a problem a designer needs to solve
Annotations	Witten information to explain other design considerations
CAD	Techsoft 2D/ Serif/ Google sketch up/ Fusion/ Tinker CAD
CAM	Laser cutter/ 3D printer/ Plotter/ CNCs
Influence	To have an effect on the character
Components	An important part needed to make a product work

SAFE STORAGE OF FOOD	The 4 'CS
High risk foods- • They have a high protein and water content- • They should be stored at the bottom of a fridge, covered @ 5c or below • They have a short shelf life • Can cause food poisoning if not **Low risk foods-** • They have low moisture content • Don't need to kept in the fridge. • Have a long shelf life • These could be biscuits, cereals, flour, tinned foods called AMBIENT	1. **Cross contamination-** 2. **Cleaning** **Good hygiene prevents cross-contamination** • Use hot and soapy water • Refresh the water regularly • Wash the dirtiest object last • Wash equipment used to handle raw meat last 3. **Chilling** • Prevents harmful bacteria from multiplying quickly, giving a longer shelf life 4. **Cooking** • Thorough cooking kills bacteria • Core Temperature should reach minimum 0f 75c

TECHNICAL VOCABULARY

Taste	Sweet, sour, bitter, umami
Texture	How it feels in your mouth: crunchy, juicy
Aroma	How it smells
Garnish	• Decoration to a dish • Adds nutritional value • Adds colour, texture, taste
Eat well guide	The governments guide to eating a balanced diet
Vitamins and minerals (Micronutrients)	All foods
Carbohydrates (Macronutrient)	Bread, pasta, rice
Protein (Macronutrient)	Egg, meat, fish
Fat (Macronutrient)	Butter, oil, margarine
Fibre (NSP) (Macronutrient)	Wholemeal foods, fruit and vegetables

Food Technology HT3

The Eat-well Guide	Government guidelines to a balanced diet
• This applies to everyone over the age of two • This is suggested for the main meal of the day • The fruit and vegetables can be taken as juice or frozen Eatwell Guide	• Drink 6-8 glasses of water daily • Consume two portions of fish weekly, one being oily • Base meals on starchy carbohydrates • Eat a wide variety of fruit and veg, aim for 10 portions daily • Eat less sugar and salt • Eat more fibre and select wholegrains • Eat less saturated fats • Eat less processed foods as they contain hidden fats and sugars
	Fats and sugars also include sauces like mayo, ketchup, crisps, chocolate. **Protein includes Pulses, nuts and Quorn** **Carbohydrates include mostly cereal based foods (wheat, oats) and Potatoes**

What nutrients are in our food?

Carbohydrates-4kcal per gram
Provide Energy-
• Pasta, bread, rice, potatoes

Protein 4kcal per gram
Growth and repair
• Animal -Eggs, meat,fish,
• Vegetable- Nuts and

Fat 9Kcal per gram
Insulation and protection of organs
• Butter, oil, cream

Water
• Keeps the body temperature correct, by sweating
• Lubricates joints

Vitamin	Role in the body	Food examples
A	Helps to keep the eyes healthy and strengthen the immune system.	Dark green leafy vegetables, carrots, liver
B	Helps to release the energy from the food we eat.	Bread, milk, cereals, fish, meat
C	Help with skin healing and healthy skin. Help with the absorption of Iron.	Fresh fruit, broccoli, tomatoes
D	Important for absorbing calcium and help with healthy bone structure.	Oily fish, eggs, butter, Sunshine
Vitamins -Help to keep our immune system up and help our body to stay healthy – they important for body maintenance.		

RE: Religion and Worldviews.

Religion	Symbol	Name of followers	Number of followers	Deity	Place of worship	Holy book	Founder
Christianity	Cross	Christians	2.2 billion	God	Church	Bible	Jesus
Islam	Crescent moon and star	Muslims	1.9 billion	Allah	Mosque	Qur'an	Muhammad
Judaism	Star of David	Jews	15 million	God	Synagogue	Torah	Abraham
Hinduism	Om	Hindus	1 billion	Brahman	Mandir	Vedas	Aryans
Buddhism	Wheel	Buddhists	376 million		Temple	Tripitaka	Buddha (Siddhartha Gautama)
Sikhi Dharma	Khanda	Sikhs	27 million	Waheguru	Gurdwara	Guru Granth Sahib	Guru Nanak

TECHNICAL VOCABULARY	
Worldview	A person's way of understanding, experiencing and responding to the world. Everyone experiences the world differently, so worldviews are individual but they can have shared ideas.
Religion	Belief in something often a superhuman power – a personal God or goads. A system of faith and worship.
Monotheistic	Belief in one God.
Prophet	A messenger.
Karma/Kamma	A Buddhist concept concerned with merit and consequences that affect this life and the next.
Covenant	An agreement usually between God and humanity.
Messiah	Anointed one; referring to a coming Saviour.
Deity	A god or goddess.
Founder	The person or group that started a religion.
Philosophy	Study of knowledge, reality and existence.
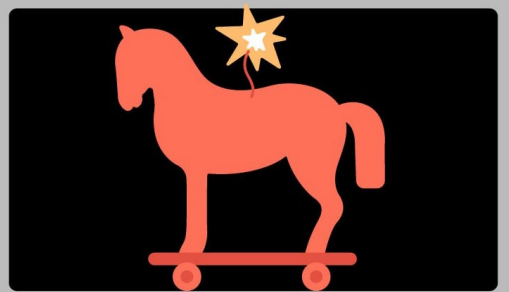
Tolerance and Ultimate Questions	
What are the definitions of tolerance?	Allowing other people to hold their beliefs but voicing your reasons for why you think they are wrong. Accepting all beliefs are true.
How should we behave towards those who disagree with us?	With tolerance we need to allow others to have their own beliefs.
What are ultimate questions?	Questions about the meaning, purpose or mystery of life.
Why did ancient people ask more questions?	They had a limited understanding of Science.
Give some examples of ultimate questions.	Does God exist? Why are we here? Is there life after death? How did the universe start?

RELIGIOUS EDUCATION

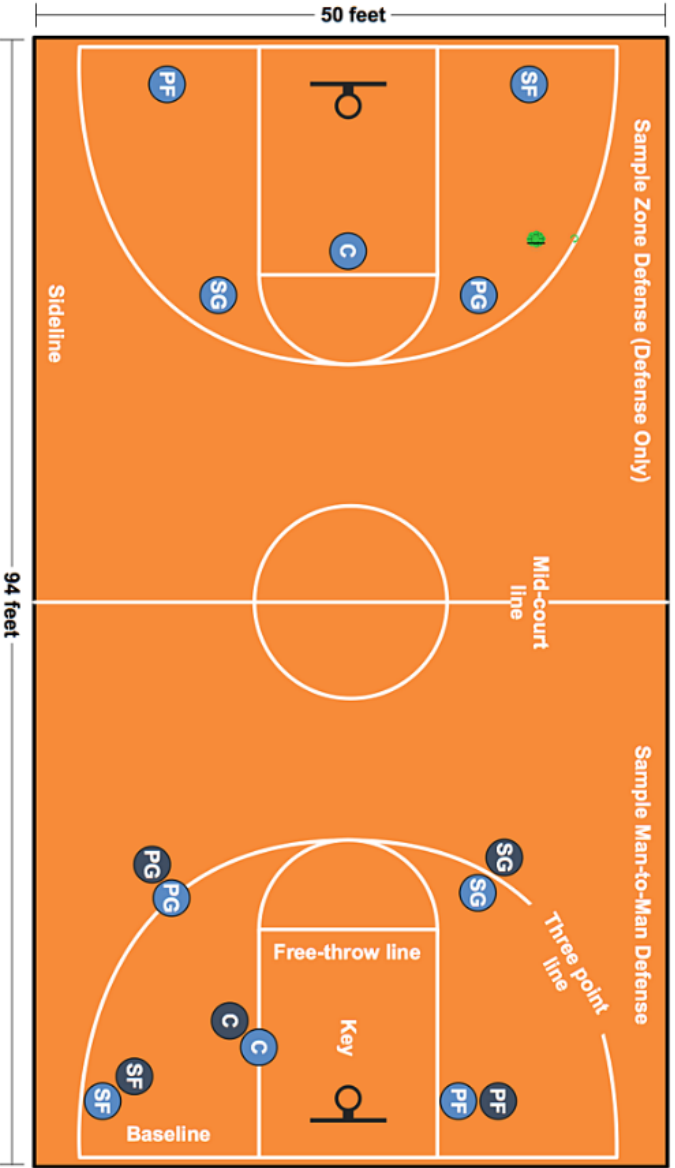| Philosophy and Plato's cave	
What happens when an idea becomes a physical thing?	IT can result in being a shadow of the original, perfect idea.
How can things exist? In what forms can things exist?	Existence can be a physical object; an idea; evidence; myth; in the imagination or as human emotion.
Who was Plato?	A Greek philosopher.
What did the allegory of the cave show?	The way that people live and understand the world is different to the reality.
What do we base truth on?	We base truth on what we see and what we experience.

Box 1 - Subject terminology

Internet	The Internet is the physical connection between each online device (PC, mobile phone, tablet, laptop, game consoles etc.) making up a global interconnected network (Inter-Net)
World Wide Web	The World Wide Web (WWW) is a service provided by the internet, it is the non-physical software which incorporates every website and web page to one another in a global network of websites.
E-Safety	e-Safety can also be called 'internet safety', 'online safety' or 'web safety'. e-Safety is often defined as the safe and responsible use of technology. This includes the use of the internet and other means of communication using electronic media (e.g., text messages, gaming devices, email etc.).
Username	A Username is a special name given to a person to uniquely identify them on a computer network. Also called account names, login IDs, or user IDs, usernames are given to a person by the network administrator, or they are selected by the user.
Password	A word, phrase, or series of letters, numbers, and symbols a user chooses and keeps secret from others to be able to access their own information or account. Commonly passwords are used for a variety of activities like logging onto school computers and pupils email accounts. Never give out your password to people you don't know.
Cyberbullying	Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
Malicious Software	Malware, or malicious software, is any program or file that is intentionally harmful to a computer, network, or server.
Phishing	Phishing is a fraudulent practice in which an attacker masquerades as a reputable entity or person in an email or other form of communication.
Pharming	Pharming is a term used to describe a type of cyber-attack that redirects users to fraudulent websites or manipulates their computer systems to collect sensitive information.
Online abuse	Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones.

Box 2 – Malicious Software

Virus - A computer virus is a type of malware that attaches to another program (like a document), which can replicate and spread after a person first runs it on their system.

Trojan - A trojan is a computer program that gets access to a computer or system by appearing to be harmless but is designed to do something damaging.

Spyware - Spyware is defined as malicious software designed to enter your computer device, gather data about you, and forward it to a third-party without your consent.

Worm - A computer worm is a type of malware that spreads copies of itself from computer to computer. It can replicate itself without any human interaction and does not need to attach itself to a software program.

Ransomware - Ransomware is a type of malware which prevents you from accessing your device and the data stored on it, usually by encrypting your files.

Box 3 – Username & Passwords

A strong password:
- at least eight characters long
- a mixture of numbers, uppercase and lowercase letters and other symbols, e.g. !@#£$
- not a real word
- impossible to guess.

A weak password:
- the word 'password'
- your favourite colour/favourite football team/pet's name
- a single letter

Username and Password safety:
It is important that when creating a password it is unique to the user and memorable.

It's equally important not to provide your password or username to anyone you do not trust or know as they can use the information for a variety of uses e.g.
- Access private information
- The placing of malicious software
- The illegal access of banking information
- To damage the computer system or files

Box 4 – Web Browser/Internet Service Providers/Search Engine

Web Browser		A web browser is a software which allows a user to view websites which are located on the world wide web.
Internet service providers		An internet service provider (ISP) provides users with a direct connection to the internet where they can access the world wide web and other services.
Search Engine		A search engine allows a user to seek out and find information relating to the query/question they pose i.e. what is the internet?

Half-Term 2: Subject – PE – Year 7 – Basketball

Rules of the game	The Court and Positions	Key Terms
Played with two teams of five. Score by shooting through a hoop. A side-line ball is taken from the opposite team who touched it last. A successful shot from outside the 3-point arc is worth 3 points. From inside this line, it is worth 2 points. Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. Personal fouls include hitting, pushing and holding. Players cannot travel with the ball (run without bouncing the ball) or double dribble (dribbling, stopping, and then dribbling again). Players cannot hold the ball for longer than 5 seconds.		**Chest Pass** W grip, step, chest to chest, follow through, short distance. **Bounce Pass** W grip, step, chest to chest, follow through, bounce before player, short distance. **Overhead Pass** Ball over head, step, pass over opposition, further distance. **Dribbling** Head up, spread fingers and fingertips, waist height. **Set Shot** Knees bent, dominant foot slightly in front of other, strong hand at bottom, supporting hand on side, and elbow at 90 degrees. **Lay-up** Strong hand at bottom, supporting hand on side, keep it high. Right hand dribble: step right, jump left aim for top right-hand corner of box. Left hand dribble: step left, jump right, aim for top left corner of box.

Half-Term 2: Subject – PE – Year 7 – Football

Rules of the game	Positions	Key Terms

Rules of the game

[Start of play]
The game starts with 11 players on either team (10 outfielders and 1 goalkeeper), positioned within their own half of the field. There is a coin toss to decide who starts and on the sound of the referee's whistle, the starting team take the kick off from the centre spot.

[Scoring a goal]
If the ball crosses the goal line in between the goalposts and underneath the cross bar, then a goal is awarded to the attacking team.

[Fouls]
When a player breaks a rule in football it is called a foul. Either a free kick or a penalty kick will be awarded depending on where the foul occurred.

Positions

Goalkeeper: The goalkeeper can use their hands to stop the ball from going in the goal.
Defenders: They need to work together to stop the opposition from having scoring opportunities.
Midfielders: They have to work together to support the attackers and support the defenders.
Attackers: They have to work together to attempt to score a goal past the opposition.

Key Terms

Passing
Playing the ball to a teammate in a controlled manner.
Receiving
Controlling the ball after a teammate has passed it to you.
Dribbling
Using different parts of your feet to dribble into space away from opponents, using skill to outwit them.
Shooting
Attempting a shot to score a goal.
Defending
Using your body position to stop the opponent from scoring.

Types of Bullying:

Physical:
The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.

Verbal:
This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.

Types of Bullying:

Emotional:
Psychological and emotional bullying is difficult to see but can include the exclusion of the victim from a particular group, tormenting and humiliating the victim.

Cyber:
Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.

Types of Bullying:

Specific:
This is the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, bi-phobic bullying but can also include racist bullying and bullying based on religion.
All of these types of bullying are illegal.

Dealing with Bullying

Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.

- Don't retaliate, try and ignore them if you can.
- Try not to react in front of the bully.
- Stay with trusted friends who will support you.

Define:

Bullying	Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.
Banter	Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange
By-Stander	A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.
Bully	A person who engages in bullying type behaviour towards one or more people.

Dealing with Cyber Bullying

Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.

- Report the bullying to the website and block the user.
- Do not Retaliate
- Screenshot evidence of the bullying.

Further sources of information and advice.

concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill.
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) Nspcc.org.uk

Who can you turn to for help and support

Parents or trusted family members	The police
Teachers or school staff	Friends