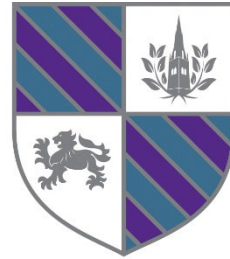


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: January 2025**

### **Year 7**

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

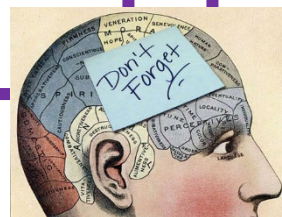
Determination – Integrity – Ambition – Humility – Compassion

## 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 three key vocabulary**

<p><b><u>English</u></b>            Simile            Onomatopoeia            Personification            Alliteration            Imagery            Poetic voice            Stanza            Topic sentence            Evidence            Inference</p>	<p><b><u>Maths</u></b>            Numerator            Denominator            Fraction            Reciprocal            Improper Fraction            Mixed Fraction            Simplified Fraction            Equivalent Fraction</p>	<p><b><u>Science</u></b>            Nucleus            Cell membrane            Cytoplasm            Cell wall            Mitochondria            Ribosome            Vacuole            Fossil fuel            Renewable            Non-renewable            Conservation energy</p>	<p><b><u>RE</u></b>            Sikh            Guru            Mool Mantra            Gurdwara            Guru Granth            Sahib            Monotheism            Guru Nanak            Khalsa            The Five K's            Kamma</p>
<p><b><u>History</u></b>            Magna Carta            Significant            Siege            Bubonic Plague            Flagellant            Revolt            Angevin            Peasant            Baronial Wars            Quarantine</p>	<p><b><u>Geography</u></b>            Climate change            Greenhouse effect            Greenhouse gas            Natural resource            Extreme weather            Drought            Flooding            Precipitation            Wind</p>	<p><b><u>Spanish</u></b>            Noun            Adjective            Verb            Connective            Opinion verb            Infinitive            Frequency expression            Conjugate            Adjectival agreement            Wow phrase            Exclamation</p>	<p><b><u>IT</u></b>            Artificial Intelligence            CPU            Memory            Input            Process            Output            Hard drive            External memory            Software            Super computers</p>
<p><b><u>PE</u></b>            Outwit            Opponents            Attacking            Defending            Control            Tactics            Fluency            Positions            Aesthetic            Warm-up            Cool-down</p>	<p><b><u>Drama</u></b>            Mime            Size            Shape            Weight            Tug            Release            Gesture            Facial Expression            Clear Actions</p>	<p><b><u>Dance</u></b>            Cultural Dance            Kappa Haka            Unison            Relationships            Mental skills            Spatial awareness            Accompaniment            Appreciation            Line Dancing            Zorba</p>	<p><b><u>Art</u></b>            Hybrid            Myth            Shape            Measurement            Tone            Accuracy            Experiment            Mixed Media            Reflect            Review</p>
<p><b><u>Technology</u></b>            Aesthetics            Cost            Client            Environment            Safety            Size            Function            Materials            Manufacturer</p>	<p><b><u>Food</u></b>            Taste            Texture            Aroma            Garnish            Eat well guide            Vitamins and minerals            Carbohydrates            Protein            Fat            Fibre</p>	<p><b><u>Music</u></b>            Octave            Stave / Staff            Pitch            Treble Clef            Melody            Scale            Sharp            Flat</p>	<p><b><u>PSHE</u></b>            Platonic Relationship            Intimate Relationship            Familial Relationship            Toxic Relationship            Retaliate            Support            Trustworthy            Respect boundaries            Frenemy            Peer Pressure</p>

## Year 7 further reading lists Half Term 3 2024-2025

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

<p><b><u>Science</u></b></p> <p>Mason, Paul 2019 <i>Power stations and electricity</i> Wayland</p> <p>Newell, Ella, 2019 <i>All about Energy</i> Raintree</p> <p>Spilsbury, Louise, 2015 <i>Micro-organisms</i> Raintree</p> <p>Spilsbury, Richard, 2015 <i>Cells</i> Raintree</p>	<p><b><u>History</u></b></p> <p>Davies, Kate, 2013 <i>The Middle Ages</i> Usborne</p> <p>Harrison, Paul, 2015 <i>King John</i> Wayland</p> <p>Krasner, Barbara, 2019 <i>Bubonic Plague: how the black death changed history</i> Raintree</p> <p>Senker, Cath, 2007 <i>The Black Death 1347-1350</i> Raintree</p>	<p><b><u>PE</u></b></p> <p>English Hockey Association, 2008 <i>Hockey A. &amp; C.</i> Black</p> <p>Heneghan, Judith 2016 <i>Mad about Gymnastics</i> Wayland</p> <p>Storey, Rita, 2010 <i>Hockey</i> Franklin Watts</p> <p>Wood, Alix 2019 <i>Gymnastics</i> Wayland</p>
<p><b><u>English and IT</u></b></p> <p>Dowswell, 2014 Paul, <i>World War I</i> Wayland</p> <p>Gifford, Clive, 2015 <i>Computer Networks</i> Wayland</p> <p>Moses, Brian, 2014 <i>What are we fighting for? : new poems about war</i> Macmillan Children's Books</p> <p>Saeed, Shahneila, 2015 <i>The quick experts guide to computing and programming</i> Wayland</p>	<p><b><u>Geography and Religious Studies</u></b></p> <p>Dicker, Katie 2024 <i>Climate Change</i> Franklin Watts</p> <p>Green, Jen 2010 <i>Weather and Seasons</i> Wayland</p> <p>Knapp, Brian 2005 <i>Sikh faith and practice</i> Atlantic Europe</p> <p>Magloff, Lisa 2005 <i>Sikh gurdwara</i> Atlantic Europe</p>	<p><b><u>Maths, and PSHE</u></b></p> <p>Colson, Rob, 2018 <i>Fraction Frenzy: Fractions, decimals, and combinations</i> Franklin Watts</p> <p>Goldsmith, Michael Dr, 2012 <i>Train your brain to be a maths genius</i> Dorling Kindersley</p> <p>Holmes, Kirsty, 2018 <i>Greenpeace</i> Booklife Publishing</p> <p>Holmes, Kirsty, 2018 <i>Oxfam</i> Booklife Publishing</p>

# Year 7 HT3— WW1 Poetry



## 1. Context:

The First World War began in **1914** and ended in **1918**.  
 Men were encouraged to join the war because of **propaganda posters**.  
 The Allies consisted of France, Great Britain, Russia, Italy, Japan and later, the United States.  
 The Central powers were Germany, Austria-Hungary, Bulgaria and the Ottoman Empire.  
**Conscription** began in **January 1916**.  
 White Feathers were given by women to any man they deemed as 'cowards' for not enlisting.  
 Many of the war poets were active soldiers who wrote about the conditions the soldiers experienced.



## 2. Contextual Vocabulary:

Term	Definition
<b>Conscription</b>	Compulsory enlistment for state service, typically into the armed forces.
<b>Patriotism</b>	Devotion to and vigorous support for one's country.
<b>Propaganda</b>	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
<b>Heroism</b>	Great bravery.
<b>Attrition</b>	The process of reducing something's strength or effectiveness through sustained attack or pressure.
<b>Pacifism</b>	The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means.
<b>Enlist</b>	To join/ sign up for something.

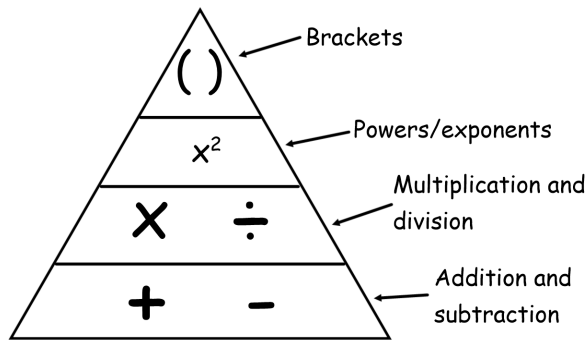
## 3. Poetic Terminology:

Term	Definition
<b>Simile</b>	The writer says one thing IS LIKE another thing.
<b>Onomatopoeia</b>	A word that reflects the sound it makes e.g. bang, crash.
<b>Personification</b>	To give an inanimate object human qualities.
<b>Alliteration</b>	The repetition of the first letter in a sentence.
<b>Imagery</b>	Language which creates a vivid/ memorable picture for the reader.
<b>Poetic voice</b>	Either first or third person perspective. Who is telling the story?
<b>Stanza</b>	A paragraph of lines in a poem.

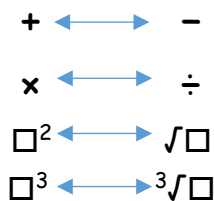
## 4. Analytical Paragraphs:

Term	Definition
<b>Topic Sentence</b>	This should be accurate, focused on one thing and answer the question.
<b>Evidence</b>	A direct quotation from the text. This should support the topic sentence.
<b>Inference</b>	Explain what the quotation suggests about the question. This adds more explanation.
<b>Unpick</b>	Comment on individual word choices and techniques.
<b>Context</b>	How does the writer feel? How does this link to when it was written?

**Order of Operations**



**Inverse Operations**



**Multiplying Integers**

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

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

**Adding Negative Numbers**

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

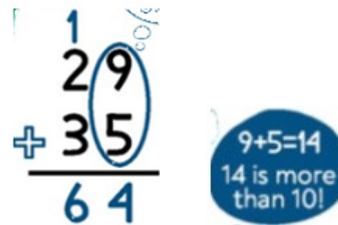
**Square Numbers**

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

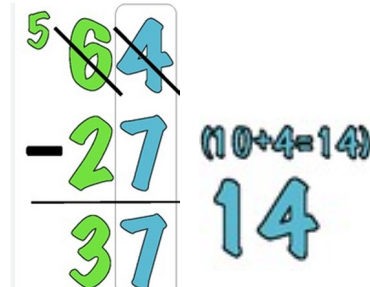
**Cube Numbers**

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

**Column Addition**



**Column Subtraction**



**Written methods**

**Multiplication (Grid method)**

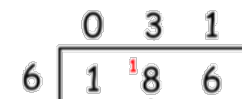
$26 \times 5$

$\times$	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)**

$186 \div 6$



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

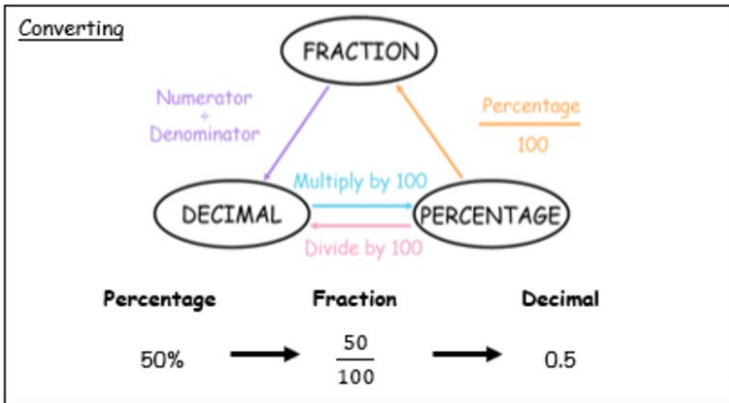
$24.356$  To 3 significant figures (starting at first non-zero digit)

24.4

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

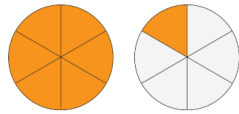
24.36

Draw in your line then check the number to the right



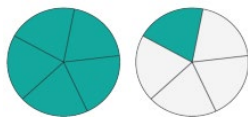
**Mixed Numbers**

To convert an improper fraction to a mixed number, work out how many 'whole' numbers you have then work out the remainder



Here I have  $\frac{6}{6} + \frac{1}{8} = \frac{7}{8} = 1\frac{1}{8}$

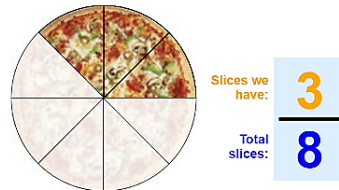
To convert a mixed number to an improper fraction, multiply the integer by the denominator of the fraction and then add the numerator to give the new numerator.



$1\frac{1}{5} = \frac{(1 \times 5)}{5} + \frac{1}{5} = \frac{5}{5} + \frac{1}{5} = \frac{6}{5}$

**Subject Terminology**

Numerator	The top number in a fraction. Shows how many parts out of the whole.
Denominator	The bottom number in a fraction. Shows how many equal parts the whole is divided into.
Fraction	A quantity that is not a whole number. Contains a numerator divided by a denominator.
Reciprocal	The reciprocal of a number is 1 divided by that number. E.g. 2 has a reciprocal of $\frac{1}{2}$
Improper Fraction	A fraction where the numerator is greater than or equal to the denominator.
Mixed Fraction	A whole number and a fraction combined into one "mixed" number.
Simplified Fraction	A fraction where the numerator and denominator have no common factors.
Equivalent Fraction	Fractions which have the same value, even though they may look different.

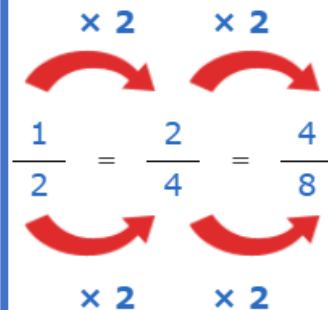


**Fractions on a Number Line**



There are 4 equal parts between 0 and 1. So, each part has a length of  $\frac{1}{4}$ . There are 2 coloured parts, so the segment has a length of  $\frac{2}{4}$ .

**Equivalent Fractions**



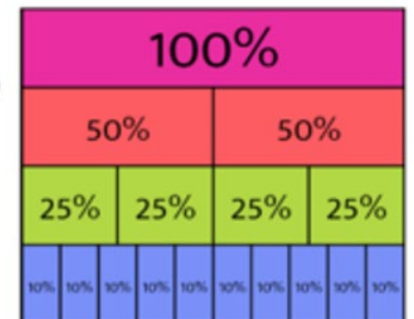
**Percentage of an Amount**

100% is one whole. This can be made up of various other percentages, for example:

$50\% + 50\% = 100\%$

and

$70\% + 15\% + 10\% + 5\% = 100\%$





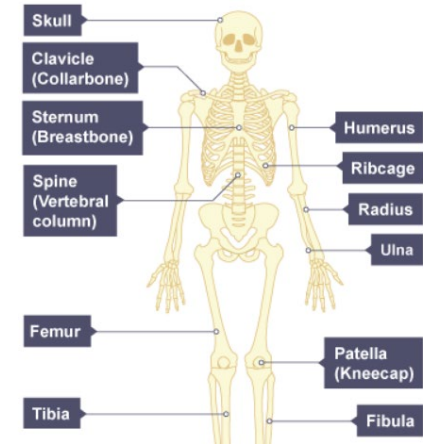
### Specialised Cells

Cell	Function and Adaptations
Sperm cell	These cells carry half the genetic information. They have tails to swim towards the egg and many mitochondria to release energy.
Red blood cell	These are adapted to carry oxygen to cells. They have no nucleus and a large surface area.
Egg cell	These cells carry half the genetic information. The cytoplasm contains nutrients for the growth of the early embryo.
Muscle cell	These cells can contract (get shorter) and relax (return to original length) to help organisms move.
Root hair cell	These cells have a large surface area to efficiently take in water and nutrients from the soil.
Palisade cell	These cells contain chloroplasts so the plant can make glucose by photosynthesis.
Nerve cell	These cells can be very long and transmit electrical signals around the body's nervous system.

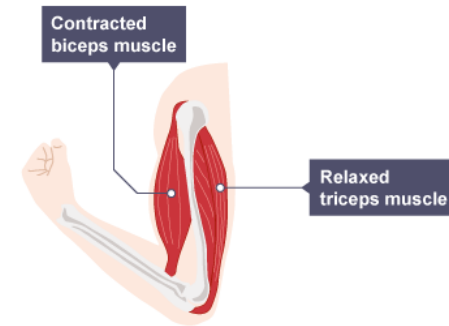
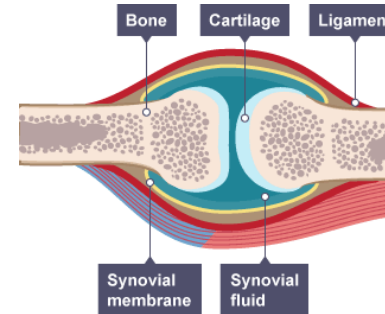
Subject Terminology	Definition
Nucleus	The cell component that contains genetic material (DNA), which controls the cells activities.
Cell membrane	The cell component that surrounds the cell and controls movement of substances in and out of the cell.
Cytoplasm	Jelly-like substance (found in cells) where most chemical reactions happen.
Cell wall	The cell component that surrounds the cell and strengthens it. In plants cells it is made of cellulose.
Mitochondria	The cell component where aerobic respiration takes place.
Ribosome	Where protein synthesis happens.
Vacuole	Where cell sap is stored in a plant cell.
Chloroplast	The plant cell component that absorbs light so the plant can carry out photosynthesis.

The skeleton has four main functions:

- to support the body
- to protect some of the vital organs of the body
- to help the body move
- to make blood cells



### The Skeletal and Muscular Systems

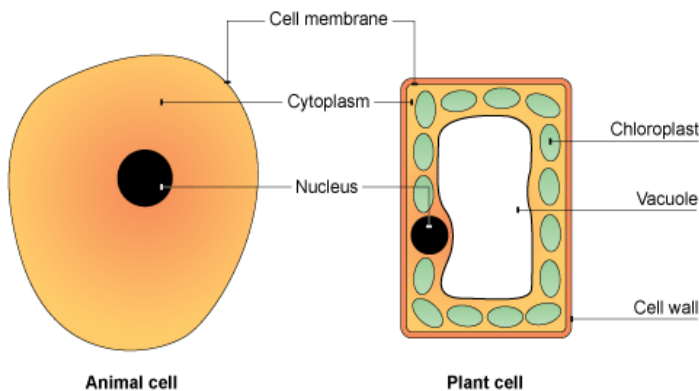


Bones are linked together by **joints**. Most joints allow different parts of the skeleton to move. Different types of synovial joint allow different types of movement. There are two types of joints:

- Hinge joints e.g. knee, elbow
- Ball and socket e.g. hip, shoulder

Muscles can only pull and cannot push. Therefore, muscles are always found in pairs at each joint. These pairs are called **antagonistic muscles**. As one muscle contracts, the other muscle relaxes.

### Animal and Plant Cells



Cells

Cells work together to make up...

Tissues

Tissues work together to make up...

Organs

Organs work together to make up...

Organ systems

Organ systems work together to make up...

Organisms



Energy Stores – “kg cement”



**Kinetic**

Depends on the speed of the object. A faster object has more energy in this store.



**Gravitational potential**

Depends on the height of the object. A higher object has more energy in this store.



**Chemical**

Energy stored in chemical bonds (e.g., food and fuel)



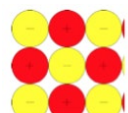
**Elastic**

Energy stored in a squashed or stretched object.



**Magnetic**

Energy stored when repelling poles are pushed together or attracting poles are held apart.



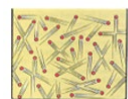
**Electrostatic**

Energy stored when repelling charges are pushed together or attracting charges are held apart.



**Nuclear**

Energy stored in the nucleus of an atom.

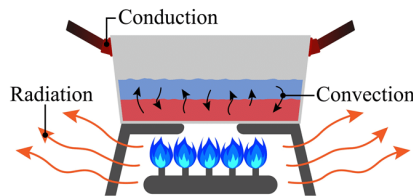


**Thermal**

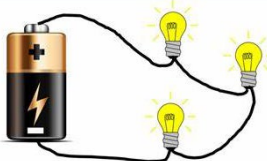
Internal energy store of an object depending on the kinetic and potential energy of its particles.

Energy Transfers – “herm”

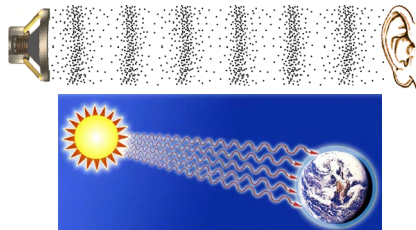
**Heating**



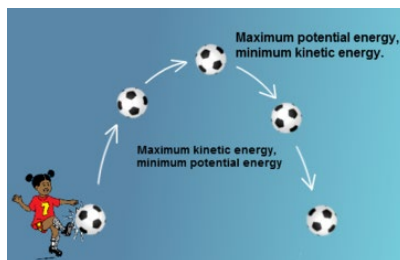
**Electrical Work**



**Radiation (Waves)**



**Mechanical Work**



Subject Terminology	Definition
Fossil Fuel	A fuel, such as coal, oil, or natural gas, formed in the earth from plant or animal remains over millions of years.
Renewable	Energy resource that can be replenished as quickly as it is used.
Non renewable	Energy from a finite supply that will run out at some stage. They are used faster than they can be replaced
Dissipation	The process of energy spreading out into the surroundings, normally causing heating of the air. This energy can be described as being wasted.
Conservation of energy	Energy cannot be created or destroyed. It can only be transferred between different energy stores.
Weight	The force (in newtons) caused by gravity acting on a mass. Weight (N) = mass (kg) x gravitational field strength (N/kg)
Gravitational potential energy store	The energy store of an object as it moves higher in a gravitational field. Gravitational potential energy (J) = mass (kg) x gravitational field strength (N/kg) x height (m)
Energy transfer	Energy transfer (J) = power (W) x time (s); E = P x t

Energy resources

<p><b>Fossil Fuels</b> Non-Renewable</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Reliable</li> <li>Cheap</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Releases carbon dioxide which causes global warming</li> <li>Releases sulphur dioxide which causes acid rain</li> </ul>		<p><b>Wind</b> Renewable</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Renewable</li> <li>No carbon dioxide released</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Unreliable</li> <li>Visual pollution</li> <li>Noisy</li> </ul>		<p><b>Solar Cells</b> Renewable</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Renewable</li> <li>Does not produce CO<sub>2</sub> or SO<sub>2</sub>.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Expensive</li> <li>Unreliable in areas that do not have much sun</li> <li>Do not work at night.</li> </ul>	
--	--	---	--	--	--

The different factors that create climate zones

**Latitude**

Places nearer the Equator are much warmer than places nearer the Poles. This is because of the angle at which the Sun shines. At the Equator, the Sun is at a high angle and shines directly at a small area making it very hot. As a result, equatorial areas remain hot and dry all year round.

**Altitude**

Altitude is a measure of the land’s height above sea level. Temperatures decrease by about 1°C for every 100 m increase in height above sea level. This is because at higher altitudes air becomes less dense, so it is less able to retain the heat it receives from the ground.

Many parts of the Alps mountain range in Europe are over 4,000 m above sea level, which means they are 40°C colder than coastal areas. This explains why snow remains for several months a year on Scottish mountains, and why there is snow on Mount Kilimanjaro, in Africa on the Equator.

**Prevailing winds**

The prevailing wind is the direction from which the wind usually blows. For most of Europe this is from the south-west. The prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows across the Atlantic Ocean from the Gulf of Mexico. It warms the prevailing winds or air masses, making western areas of the UK and Europe warmer than areas inland.

**What is the evidence for climate change?**

- The decreasing size of the world’s glaciers, ice sheets, snow cover and permafrost are an important indication that the world is getting warmer.
- The world’s oceans are heating up as they absorb most of the extra heat being added to the climate system. More than 90 per cent of the warming that has happened on Earth during the past 50 years has gone into the oceans. Water expands as it warms, leading to a rise in the sea level. Melting of ice sheets and glaciers also increases sea levels. Research suggests the global sea level has risen between 10 cm and 20 cm in the past 100 years.
- As the temperature of the land and sea increase, greater evaporation rates occur. This leads to an increase in the humidity of the atmosphere. This will ultimately lead to an increase in global rainfall. This has occurred in the northern hemisphere since the beginning of the twentieth century. In the UK, summer rainfall is decreasing on average, while winter rainfall is increasing, leading to repeating patterns of summer drought and winter flooding.

**Technical Vocabulary**

<b>Climate Change</b>	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature
<b>Greenhouse Effect</b>	The process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere. The greenhouse effect is one of the things that makes Earth a comfortable place to live.
<b>Greenhouse Gas</b>	Any gas that has the property of absorbing infrared radiation (net heat energy) emitted from Earth's surface and reradiating it back to Earth's surface, thus contributing to the greenhouse effect. Carbon dioxide, methane, and water vapour are the most important greenhouse gases
<b>Natural Resource</b>	Something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels
<b>Extreme Weather</b>	When a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal
<b>Drought</b>	A long period of low rainfall
<b>Flooding</b>	When the amount of water in a river exceeds the capacity of the channel, causing it to burst its banks onto the flood plain
<b>Precipitation</b>	Moisture falling from the atmosphere – rain, sleet or snow
<b>Wind</b>	The movement of air on a large scale over the Earth

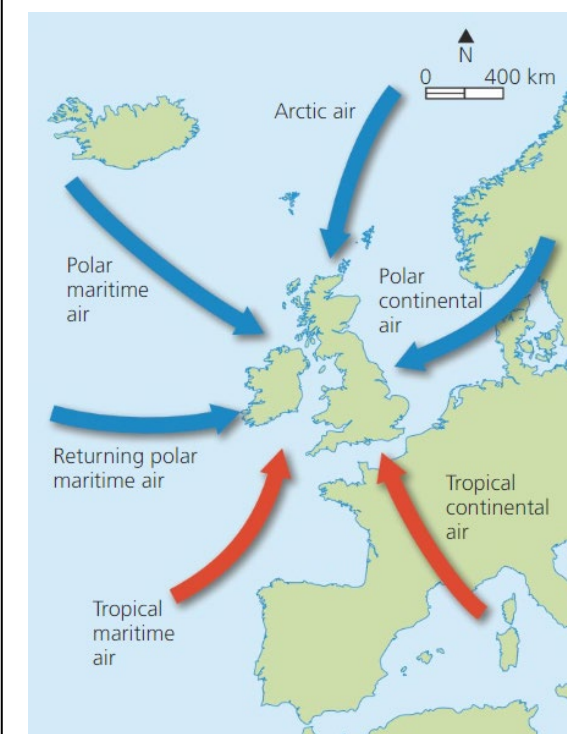
**What is climate?**

The difference between weather and climate is a measure of time.

Weather is the condition of the atmosphere over a place for a short period of time, day to day.

Climate is the state of the atmosphere over longer periods of time. Climate is the average conditions, calculated over many years.

Climate is what you expect, like a very hot summer, and weather is what you get, like a hot day with a sudden thunderstorm.





**The Black Death**

The Black Death arrived at Melcombe Regis in Dorset in June 1348 and it spread throughout the South of England. Estimates suggest as much as half the population died.

<u>Causes</u>	<u>Reaction</u>	<u>Significance</u>
<p><u>What actually caused it:</u>                      Poor disposal of rubbish in towns encouraged rats.                      As trade increased during the Middle Ages, diseases could spread more widely.                      Towns and ports were crowded, meaning disease spread quickly.                      People had poor diets, meaning their immune systems were weak.</p>	<p><u>Individual people:</u>                      'cures' for the Black Death were <b>ineffective</b>. They included:                      Drinking mercury                      Popping buboes                      Praying                      Avoiding sin                      Attacking Jews                      Fleeing to the countryside                      Self-flagellation</p>	<p><u>Short term:</u>                      1/3 of Europe's population died.                      Towns and cities suffered from <b>food shortages</b> due to lack of <b>labourers</b> in the countryside.                      This made food more expensive</p>
<p><u>What people thought caused it:</u>                      People at the time were <b>completely wrong</b> about what caused the Black Death.                      Most of their explanations focused on <b>supernatural</b> causes.                      People believed it to be:                      Position of the stars and planets,                      Jews poisoning wells.                      God punishing people for their sins.                      Bad air (miasma)</p>	<p><u>Government:</u>                      Local councils tried to <b>quarantine</b> infected areas.                      King Edward III ordered Church services and prayers every day, where people would ask forgiveness from God.                      King Edward III tried to have streets in London cleaned to <b>remove bad</b> smells.</p>	<p><u>Medium term:</u>  <b>Living conditions and wages for peasants</b> improved; as there were fewer of them they were more valuable.</p> <p><u>Long term:</u>                      People began to become resentful of the <b>Catholic Church</b> as their cures hadn't worked and some priests had fled their towns.</p>

**TECHNICAL VOCABULARY**

Magna Carta	A legal document signed in 1215 by King John which placed certain restrictions on the power of the king.
Significant	A thing of importance over a long period of time.
Baronial Wars	1215 – 1217 Civil War in England fought by the Baron landowners against King John
Siege	A military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender.
Bubonic Plague	The commonest form of plague in humans, characterized by fever, delirium and the formation of buboes.
Flagellant	A person who subjects themselves or others to flogging, either as religious discipline
Revolt	Take violent action against an established government or ruler.
Angevin	Any of the Plantagenet Kings of England (Henry II, Richard I and John)
Peasant	A poor smallholder or agricultural labourer of low social status.

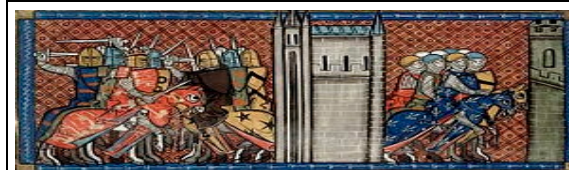
**King John & the Magna Carta**

King John had some powerful opponents. The main one being his nephew, <b>Arthur</b> . Arthur was supported by powerful Lords in Brittany and Anjou and also had the support of the King of France, Philip II.	The Magna Carta was significant to England. It was the first document that limited the power of the King over his subjects. The Magna Carta was important at the time (1215) but is still important even today.
King John lost so much land that he became nicknamed 'lack land' or 'soft sword'. In 1204, John's army was defeated in Brittany and began to retreat. Over the next few years John lost Normandy, Anjou, Maine and other key military areas. <b>Soon he had hardly any French land left</b> , controlling only one area – Gascony.	<p><u>Short term importance:</u></p> Set off a <b>power shift</b> away from the King and towards his subjects. Magna Carta was very important for the whole development of <b>parliament</b> . Celebrated for introducing some <b>basic human rights</b> . Weakening feudalism and hierarchical structure in Europe and around the world.
John was determined to win his French lands back and so, in order to pay for the military campaign, <b>he raised taxes</b> . This made him very unpopular! The English Barons decided to take action against their King. John had to compromise and sign the Magna Carta.	<p><u>Long term significance:</u></p> Transition of power <b>away from the King</b> and towards Parliament – <b>limited the power of the King</b> . Set the precedent for limiting government and <b>creating representation</b> . Was one of the forerunners of modern British Law and the US Constitution and its Amendments (the Bill of Rights).



**Baronial Wars vs Peasant's Revolt.**

How it started?	
It began at <b>Runnymede in 1215</b> . King John faced by the determined opposition of the Barons and Church, accepted Magna Carta. He failed to <b>follow the rules which angered the Barons</b> .	In <b>May 1381</b> a <b>Poll Tax Collector was attacked by peasants</b> in village in Essex. The news spread to other parts of England.
Who led the ...	
A Baron called <b>Robert Fitzwalter</b> led a group of rebellious Barons, They turned to King Philip's (King of France) son, <b>Prince Louis for support</b> .	A man called <b>Wat Tyler led the peasants</b> . They burned houses and attacked rich people.
How it ended?	
The French Prince arrived in Kent in May 1216 and he and the rebel barons soon controlled the whole of South East England. <b>King John died in October 1216</b> and his nine-year-old son, <b>Henry III, succeeded him</b> .	On 14 <sup>th</sup> June 1381. The King met the peasants in London. They argued. The peasants broke into the Tower of London and killed 2 of the Kings loved advisors.
The young King was supported by a group of loyalists led by <b>William Marshall, 1<sup>st</sup> Earl of Pembroke</b> . Marshall secured the support from the Papal Legate and won crucial victories at Lincoln and Dover 1217. <b>The Barons' enthusiasm for rebellion evaporated and a formal peace was signed in November</b> .	<b>On 15<sup>th</sup> June 1381</b> the King met the peasants outside the city at a place called Smithfield. <b>Wat Tyler was rude to the King and he ended up being killed by one of the King's men</b> . Nobody knows exactly how he died. The Peasants Revolt was over.



Investigation of the Angevin Kings of England and the events that happened during their reign.

The Magna Carta was a legal document that was forced on King John by the leading Nobles of the country in order to limit his power.

## MONARCHY

During the Black Death the church leaders encouraged Flagellation – where people subject themselves to flogging – to show they were sorry for their sins. They believed this would end the Black Death as they believed it was caused by God. People became resentful of the Catholic Church as their cures hadn't worked and some priests had fled their towns.

## RELIGION

During the Baronial War (1215) the French Prince, Prince Louis, arrived in England to support the Rebels against King John.

## INVASION

The Magna Carta was signed in 1215 which limited the power of the King. The long term significance of this was it moved the power away from the King and towards Parliament.

## POLITICAL REFORM

# Power and the People

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

Student will investigate how power and control in England changed after the introduction of the Magna Carta and the conclusion of the Baronial Wars. Students will also investigate how society altered in England after the outbreak of The Black Death and the conclusion of the Peasants Revolt.

## CONFLICT

The Baronial Wars took place in England between King John and the leading English Barons. Siege warfare was used by King John as the Barons captured strategic castles in England. Siege warfare is a military operation with the aim of surrounding your opponent to cut off all supplies, in order to make them surrender.

## REVOLUTION

Peasants Revolt 1381 was an uprising by the lower class of England against the King as they demanded improvements to living conditions and the end of the Poll Tax.

## TAX & ECONOMY

Many people were unhappy with King John's high taxes which made him very unpopular. This led the English Barons to take action against him and force him to sign the Magna Carta.

¿Dónde vives? ¿Cómo es tu rutina diaria?

Week 1

Me encanta = <b>I love</b>	vivir en = <b>living in</b>	una casa = <b>a house</b> un chalet = <b>a detached house</b> una granja = <b>a farm</b> un piso = <b>a flat</b> una caravana = <b>a caravan</b> un castillo = <b>a castle</b> un palacio = <b>a palace</b>	en las afueras = <b>in the outskirts</b> en el barrio = <b>in the neighbourhood</b> en el campo = <b>in the countryside</b> en una ciudad = <b>in a city</b> en las montañas = <b>in the mountains</b> en la costa = <b>on the coast</b> en el centro = <b>in the centre</b> en un pueblo = <b>in a village</b>
Me chifla = <b>I love</b>			
Me gusta mucho = <b>I really like</b>			
Me gusta = <b>I like</b>			
Me da igual = <b>I don't care about</b>			
No me gusta = <b>I don't like</b>			
No me gusta nada = <b>I really don't like</b>			
No me importa = <b>I don't care about</b>			
Odio = <b>I hate</b>			
Detesto = <b>I hate</b>			
No aguanto = <b>I can't stand</b>			



Week 2

		BECAUSE	IN MY OPINION	I THINK THAT IT IS	QUALIFIER	ADJECTIVE	
Me encanta = <b>I love</b>	vivir en = <b>living in</b>	una casa = <b>a house</b> un chalet = <b>a detached house</b> una granja = <b>a farm</b> un piso = <b>a flat</b> una caravana = <b>a caravan</b> un castillo = <b>a castle</b> un palacio = <b>a palace</b>	en mi opinión			acogedor(a) = <b>cosy</b>	
Me chifla = <b>I love</b>						adosado/a = <b>semi detached</b>	
Me gusta mucho = <b>I really like</b>				ya que	pienso que es	un poco = <b>a bit</b>	antiguo/a = <b>old</b>
Me gusta = <b>I like</b>				puesto que	creo que es	bastante = <b>quite</b>	bonito/a = <b>pretty</b>
Me da igual = <b>I don't care about</b>				dado que	a mi modo de ver es	muy = <b>very</b>	(in)cómodo/a = <b>(un)comfortable</b>
				porque	considero que es	demasiado = <b>too</b>	grande = <b>big</b>
No me gusta = <b>I don't like</b>				aunque = <b>although</b>	a mi parecer es		pequeño/a = <b>small</b>
No me gusta nada = <b>I really don't like</b>					me parece que es		reformado/a = <b>renovated</b>
Odio = <b>I hate</b>							moderno/a = <b>modern</b>
No aguanto = <b>I can't stand</b>							nuevo/a = <b>new</b>



Person	Verb	Noun	Connective	Person	Verb	Noun
(yo) = I	vivo = ( I )live	en una casa = in a house	pero = but	(yo)= I	quiero vivir = want to live	en una casa = i in a house
mi madre = my mum mi hermano = my brother mi hermanastra = my stepsister mi abuela = my grandma mi padre = my dad	vive = ( he / she) lives	en un chalet = in a detached house en una granja = on a farm	sin embargo = however	mi madre = my mum mi hermano = my brother mi hermanastra = my stepsister mi abuela = my grandma mi padre = my dad	quiere vivir = wants to live	en un chalet = in a detached house en una granja = on a farm
mi hermana y yo = my sister and I mis padres y yo = my parents and I mi madre y yo = my mum and I mi prima y yo = my cousin and I	vivimos = (we) live	en un piso = in a flat en una caravana = in a caravan	no obstante = however	mi hermana y yo = my sister and I mis padres y yo = my parents and I mi madre y yo = my mum and I mi prima y yo = my cousin and I	queremos vivir = want to live	en un piso = in a flat en una caravana = in a caravan
mis padres = my parents mis hermanos = my siblings mis abuelos = my grandparents mis tíos = my aunt and uncle	viven = (they) live	en un castillo = in a castle en un palacio = in a palace	aunque = although	mis padres = my parents mis hermanos = my siblings mis abuelos = my grandparents mis tíos = my aunt and uncle	quieren vivir = want to live	en un castillo = in a castle en un palacio = in a palace

Time expression	Person	Verb	Time
Siempre = always A menudo = often	(yo) = I	me despierto = I wake up me levanto = I get up me visto = I get dressed me peino = I brush my hair me lavo los dientes = I clean my teeth	a las seis y media = at half past six a las siete = at seven o'clock
De vez en cuando = sometimes A veces = sometimes	mi madre = my mum mi hermano = my brother mi hermanastra = my stepsister mi abuela = my grandma mi padre = my dad	se despierta = he /she wakes up se levanta = he/she gets up se viste = he / she gets dressed se peina = he /she brushes his/her hair se lava los dientes = he / she cleans his /her teeth	a las siete y cuarto = at quarter past seven a las siete y media = at half past seven
Normalmente = normally Rara vez = rarely	mi hermana y yo = my sister and I mis abuelos y yo = my grandparents and I mi madre y yo = my mum and I mi prima y yo = my cousin and I	nos despertamos = we wake up nos levantamos = we get up nos vestimos = we get dressed nos peinamos = we brush my hair nos lavamos los dientes = we clean my teeth	a las ocho = at eight o'clock a las ocho y cuarto = at quarter past eight
Casi nunca = almost never Nunca = never	mis padres = my parents mis hermanos = my siblings mis abuelos = my grandparents mis tíos = my aunt and uncle	se despiertan = they wake up se levantan = they get up se visten = they get dressed se peinan = they brush their hair se lavan los dientes = they clean their teeth	a las ocho y media = at half past eight a las nueve = at nine o'clock

## Dance: Year 7 Cultural Dance Part 2

### What are we studying in this unit of dance?

In this unit we will be participating and appreciating different styles of dance from around the world, including Capoeira, Bollywood and African Dance. Dance from around the world is called cultural dance, which is to look at the traditions behind each dance style.

By the end of the unit you will have learnt new movements from the different dance styles and their traditional meaning. You will also take part in choreographic tasks to create your own movement.

### WHAT IS LINE DANCING?

A line dance is a choreographed dance in which a group of people dance along to a repeating sequence of steps while arranged in one or more lines or rows. These lines usually face all in the same direction and dancers are not in physical contact with each other. Each dance is usually associated with a specific song, such as the Macarena or Electric Slide are a few of the line dances that have consistently remained part of modern American culture for years.



Line dancing is practiced and learned in country-western dance bars, social clubs, dance clubs and ballrooms. The term "modern line dance" is now used in many line dance clubs around the world to indicate the styles of dance that will be taught will include a mix from all genres, including pop, Latin, Irish, big band and country. It indicates clubs who no longer wear western style clothing or boots. Participants dress in casual clothing and often wear dance trainers.

### WHAT IS THE HAKA?

**Haka** in both Māori and English are a variety of ceremonial performance art in Māori culture. It is often performed by a group, with vigorous movements and stamping of the feet with rhythmically shouted or chanted accompaniment. Haka are performed to welcome distinguished guests, or to acknowledge great achievements, occasions, or funerals. Haka have been traditionally performed by both men and women and for a variety of social functions within Māori culture. The group of people performing a haka is referred to as a *kappa haka* (*kappa* meaning group/team). Kapa haka groups are common in schools in New Zealand. New Zealand sports teams' practice of performing a haka before their international matches has made haka more widely known around the world. This tradition began with the 1888–89 New Zealand Native football team tour and has been carried on by the New Zealand rugby union team (known as the All Blacks) since 1905. Although popularly associated with the traditional battle preparations of male warriors, conceptions that haka is a "war dance", and the non-accurate performance of haka by non-Māori, are considered untrue and sometimes offensive.



## SUBJECT TERMINOLOGY

<b>Cultural Dance</b>	Traditions of a particular culture which is represented through dance
<b>Kappa Haka</b>	Meaning group / team in Maori culture
<b>Unison</b>	To perform the same sequence of steps at the same time as a group
<b>Relationships</b>	The ways in which dancers interact; the connections between dancers.
<b>Mental Skills</b>	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve.
<b>Spatial Awareness</b>	Consciousness of the surrounding space and its effective use
<b>Accompaniment</b>	The sound that you hear during a dance. For example, percussion
<b>Appreciation</b>	Recognition and understanding of the qualities of dance

### WHAT IS ZORBA THE GREEK DANCE?

The ancient Greeks believed that dancing was a gift from the gods to man. Today, Greece counts thousands of variations when it comes to traditional dances, with different islands and districts owing to their own. Knowledge of the Greek folk dances spread around the world through the Greek movement and the famous movie called "Zorba the Greek". Nowadays, traditional Greek dances are mostly performed during celebrations (like weddings or baptisms) and festivals. They are a lot of fun and bring people together! With so many variations and different dances, it is hard to choose only a few that stand out.

Sirtaki is a dance of Greek origin, choreographed for the 1964 film *Zorba the Greek*. It is a recent Greek folkdance, and a mixture of "syrtos" and the slow and fast rhythms of the hasapiko dance. The name *sirtaki* comes from the Greek word syrtos which means "drag (the dance)" or "lead (the dance)".





**Key Skills:** Professional mime artists can make the audience see things that aren't really there. In order to mime successfully, you need to have a detailed understanding of how your body moves when performing a particular action.

**In mime these are the elements you need to consider-**

**Size (How big is the object?)**

Shape (What is the shape of the object?)

**Weight (How heavy is the object?)**

**Tug – as you lift it give a slight tug.**

**Release – as you put it down open your hands slightly to show you are letting go.**



## Use of your body and face in mime

### 1. Facial Expression

Facial expression is really important when performing a mime because otherwise, we don't know how the character is feeling about the events in the mime. The facial expression could be happy, sad, angry, confusion, annoyed, worried, or scared. By understanding these emotions, we understand more about how the character is feeling and what is happening in the story

### 2. Clear Actions

Clear hand gestures are vital for our understanding of the mime. Actors need to make sure it is clear what they are holding and when they pick it up/put it down. It's difficult to understand what a mime is about if the actions aren't clear. Students could practise peeling a banana to help develop clear actions.

## Subject Terminology

<b>Mime</b>	The use of only gesture and movement to act out a play or role.
<b>Size</b>	The size of the imagined object.
<b>Shape</b>	The shape of the imagined object. E.g. cube, sphere, tube.
<b>Weight</b>	How heavy is the object you are carrying?
<b>Tug</b>	As you lift an object give a slight tug.
<b>Release</b>	As you put it down open your hands slightly to show you are letting go.
<b>Gesture</b>	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

## Mime storyline, audience interaction and no talking

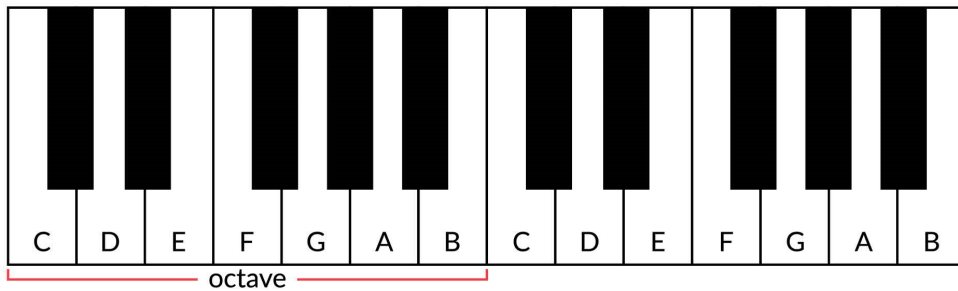
**1. Beginning, Middle, End-** A mime is usually a little story in itself. It helps if the mime has a beginning, middle and end, plus a problem that gets resolved by the end of the mime. A simple storyline helps the audience keep track of what is happening.

**2. Directing Action to Audience-** When miming we tend to use the majority of the stage but it's important to direct the action to the audience. An important moment (such as falling over or dropping ice cream) is performed in the middle of the stage and facing the audience so we can clearly see what has happened.

**3. No Talking-** This one is the easiest to remember but sometimes little sound effects can creep into our performances. Try not to mouth words in a mime – clear actions and facial expression should be able to explain what you are thinking or feeling instead of mouthing words like "No!" or "Stop!"

# Keyboard Skills

## A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

## D. Keyboard Functions



## E. Left Hand/Right Hand (1-5)



## Exploring Treble Clef Reading and Notation

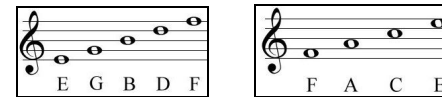


## B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



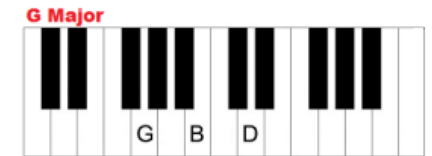
Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



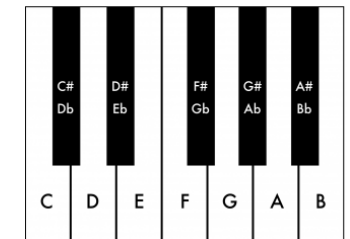
## C. Keyboard Chords



Play one – Miss one – play one – miss one – play one

## F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **R**IGHT of a white note are called **SHARPS** and black notes to the **L**EFT of a white note are called **FLATS**.



**TECHNICAL VOCABULARY**

Hybrid	A combination of 2 or more elements
Myth	A myth is a well-known story which was made up in the past
Shape	The outline of something
Measurement	The size of something
Tone	How light or dark something is
Accuracy	Correct
Experiment	To test (with different art media)
Mixed Media	Use a mixture of different art materials; pencil, paint pastels etc. within the same image
Reflect	Reconsider and modify
Review	Evaluate

**Can you name these mythical hybrids?**

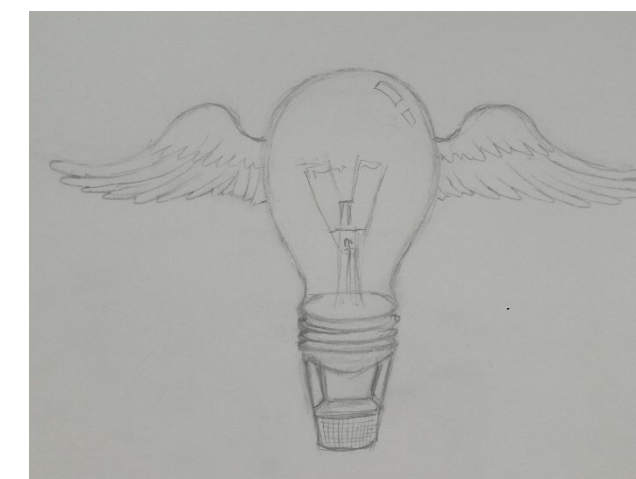


Create your own hybrid from 3 different subjects, on a piece of plain paper. You can combine anything you like from animals to objects to cartoons. Below are 2 examples. You can do this as a line drawing only or add colour if you are able to.

Example 1 is a combination of;  
 1.Lisa Simpson  
 2.Mickey Mouse  
 3.Squidward



Example 2 is a combination of;  
 1.Lighth bulb  
 2.Hot air balloon  
 3.Angel wings



What does adding tone to your drawings do; why is it important?



## Technology Knowledge organiser

<b>ACCESS FM</b>	<b>To think about?</b>
Aesthetics	Consider you want it to look – 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

### 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.

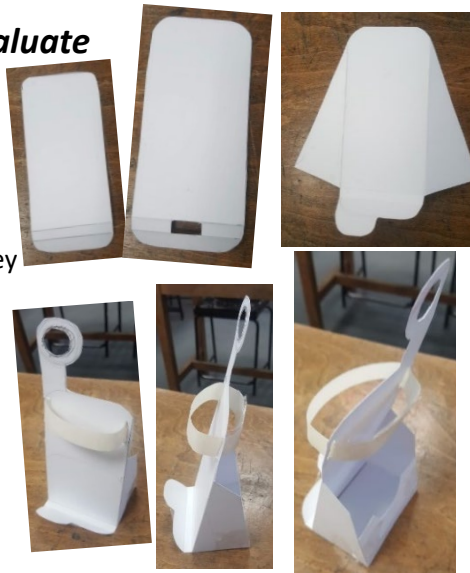
### Additional

Role of a designer	To solve a problem
Context	Is a problem a designer needs to solve
Annotations	Written 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

## 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



5 Main Sikh Beliefs	
1. How many Gods do Sikhs worship?	Sikhs believe that we should acknowledge one creator, and are against worshipping demi-gods or idols. "God" in Sikhism is regarded as without gender or form, who is approached through dedicated meditation.
2. How do Sikhs say we should treat people?	Sikhism believes that it is immoral to show distinction or rank because of race, class, or gender. Universality and equality are among the most important pillars of the Sikh faith.
3. How should a Sikh live?	Three main principles guide Sikhs: <ul style="list-style-type: none"> <li>• Be always absorbed in meditation and prayer.</li> <li>• Make an honest income by honourable methods.</li> <li>• Share earnings and selflessly serve others.</li> </ul>
4. What five sins should Sikhs avoid?	Sikhs practice daily prayer and meditation to reduce the effects of ego and prevent indulgence in the manifestations of ego: <ul style="list-style-type: none"> <li>• Pride</li> <li>• Wanting something that isn't yours</li> <li>• Greed</li> <li>• Anger</li> <li>• Attachment</li> </ul>
5. Do Sikhs get baptised?	For many Sikhs, a voluntary ritual baptism is a critical part of religious practice. It symbolized becoming spiritually reborn.

Key Word	Meaning
Sikh	A person who follows Sikhism
Guru	The Sikh word for teacher
Mool Mantra	The opening passage of the Guru Granth Sahib which sums up belief in God
Gurdwara	The place where Sikhs meet to worship
Guru Granth Sahib	The name given to the Sikh holy book.
Monotheism	The belief in one God
Guru Nanak	The founder of Sikhism
Khalsa	The name given to Sikhs who have made a commitment to their religion
The Five K's	Five items that Sikhs wear to show they are committed to their religion
Kamma	A term which is used to refer to the consequences of our actions



## Year 7 Sikhi Belief and Practice

5 Main Sikh Practices	
1. How should Sikhs live?	Sikhs are encouraged to forsake worldly worries, to abide by the guru's teachings and practice daily worship.
2. What are the five articles of faith?	Sikhs wear five visual sign of their dedication to their faith: <ul style="list-style-type: none"> <li>• Wear the Sikh undergarment for modesty and health</li> <li>• Wear a wooden comb in the turban to keep hair clean and untangled</li> <li>• Wear a steel wristlet as a sign of faith</li> <li>• Wear hair uncut, to honour the creator's intention</li> <li>• Wear a small sword symbolic of defending the religious rights of all faiths</li> </ul>
3. What are the Four Commands?	Sikh's four commandments include prohibitions against four behaviours: <ul style="list-style-type: none"> <li>• Do not dishonour the creator's intention by cutting the hair</li> <li>• Do not harm the body with tobacco or other intoxicants</li> <li>• Do not eat sacrificial meat</li> <li>• Do not commit adultery</li> </ul>
4. How many times should a Sikh pray in a day?	Sikhism has an established practice of three morning prayers, an evening prayer and a bedtime prayer.
5. What other things should a Sikh do as a community?	Community and cooperation with others are among the most important tenets of Sikhism: <ul style="list-style-type: none"> <li>• Worship together and sing God's praise</li> <li>• Cook and eat together</li> </ul>

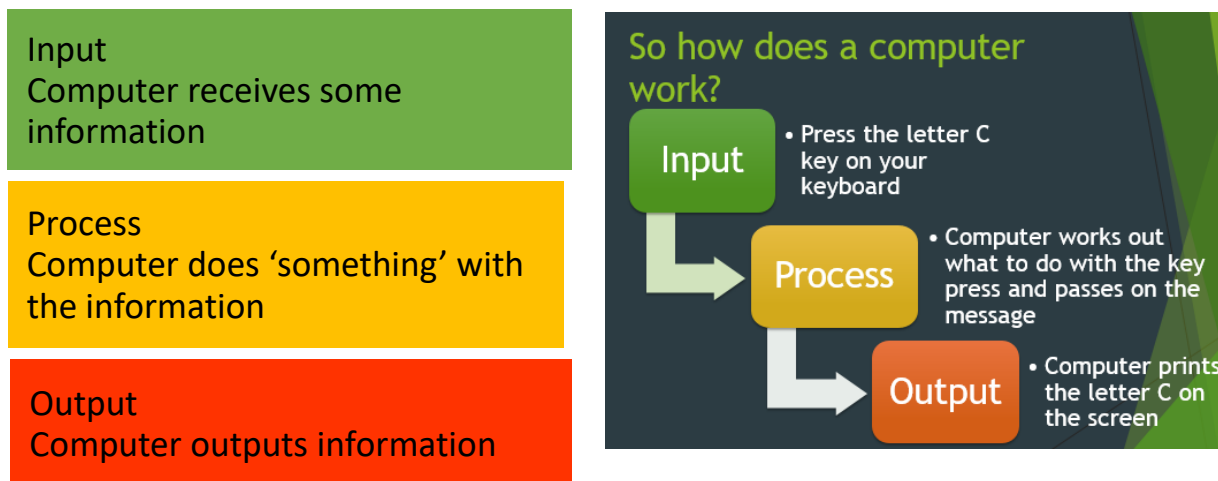
Box 1

<b>Personal</b> <ul style="list-style-type: none"> <li>❖ Desktop</li> <li>❖ MAC</li> </ul>	<b>Portable</b> <ul style="list-style-type: none"> <li>❖ Tablet</li> <li>❖ Mobile phone</li> <li>❖ iPhone</li> <li>❖ Laptop</li> </ul>
<b>Embedded</b> <ul style="list-style-type: none"> <li>❖ Car</li> <li>❖ Central heating systems</li> <li>❖ Domestic appliances such as dishwasher, TV, digital phone</li> <li>❖ Digital watches</li> <li>❖ GPS systems</li> <li>❖ Fitness trackers</li> </ul>	<b>Supercomputers</b> <ul style="list-style-type: none"> <li>❖ Deep Blue</li> <li>❖ CRAY</li> <li>❖ Sunway Taihu light</li> </ul>

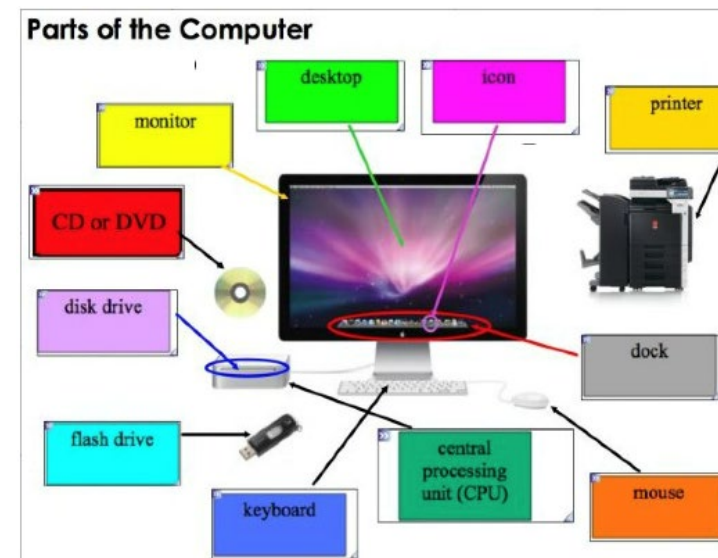
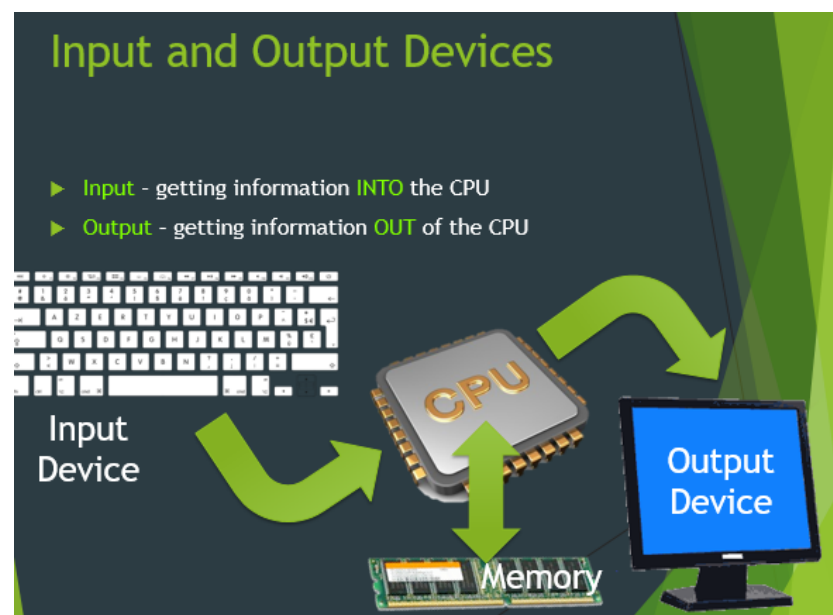
Box 2

TECHNICAL VOCABULARY	
Artificial Intelligence	Computers can perform tasks which would normally require human intelligence
CPU	Central Processing Unit where programs are performed and the components are told what to do
Memory	Memory - Keeps track of information so that it can be recalled later
Input	Computer receives some information
Process	Computer does 'something' with the information.
Output	Computer outputs information.
Hard drive	This is where all your files are stored
External memory	Where we store information on devices that are outside of our computers
Software	The instructions stored on your computer that tell the hardware what to do.
Super computers	The most powerful computers in existence

Box 3



Box 4



3. The processor is like your brain, it's where all the processes are carried out (like thoughts in your head)

5. The hard drive is where all of your documents, pictures, programs etc. are stored on the computer, similar to all of the long term memories in your brain.

2. Just like your heart pumps blood around your body, the power supply pumps electricity around the computer.



# Half-Term 3: Subject – PE – Year 7 – Rowing



**1**  
Draw handle into body with overhand grip and hands to the edge of the handles.



**2**  
Straighten arms to move handle away from body. Keeping your legs straight, bend your body forward from your hips.



**3**  
Keeping your body still, bend your knees and slide up towards your heels.



**4**  
Push back with your legs keeping your body still by engaging your core.



**5**  
Draw handle into body with overhand grip and hands to the edge of the handles.

Stroke	One cycle of position 1 to position 5
Stroke rate	Number of strokes you complete per minute
Back Stops	The position where the rower sits back with their legs straight and the handles (oars) into their body
Bow	Front of the boat
Stern	Back of the boat
Cox	Person who steers the boat.
Ergometer	Indoor rowing machine






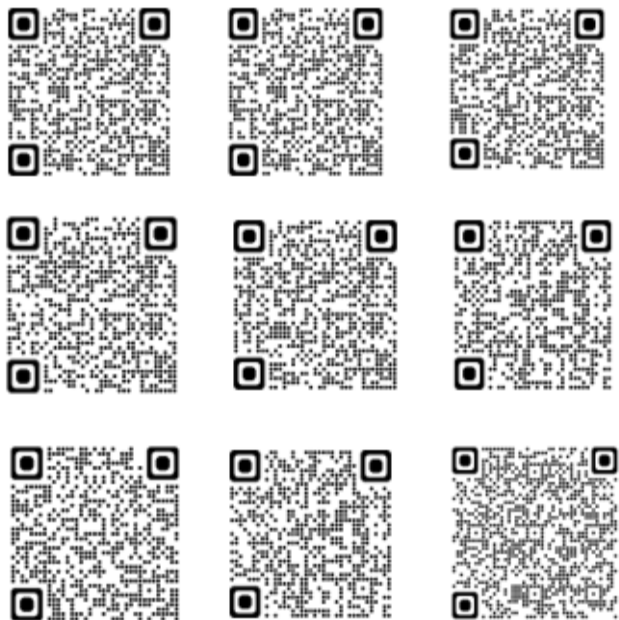
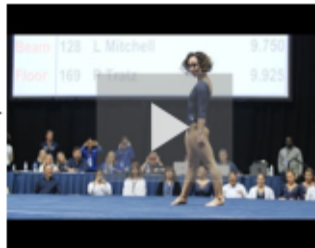





# HT3 – Subject: PE – Y7 – Hockey

Hockey- Rules of the game	Hockey- Positions	Hockey- Key Skills
<p><b>Game</b> the aim of the game is to score goals past the opposition’s goalkeeper. A competitive game is usually 70 minutes, in two halves. The team with the most goals wins the game.</p> <p><b>Start of play</b> the game begins with a pass from the centre, on the halfway line. Defenders must be five yards away from the ball. This also happens after half time and when a goal is scored.</p> <p><b>Scoring a goal</b> when a player hits the ball in between the goalposts and over the line from within the shooting circle.</p> <p><b>Footwork</b> you must not touch the ball with your feet.</p> <p><b>Tackling</b> only 1 person to tackle a player at a time</p> <p><b>Free hit</b> is given if the ball touches your feet, you use the wrong side of your stick, ball is lifted too high or if there is a stick tackle.</p> <p><b>Common Fouls:</b></p> <ul style="list-style-type: none"> <li>• Hitting the ball off another player with the intent of causing harm.</li> <li>• Deliberately using the body to assist in moving or stopping the ball.</li> <li>• Hitting the ball with the rounded side of the hockey stick.</li> <li>• The stick being raised above waist height.</li> <li>• Striking the opponent with the stick (or striking their stick, if deemed excessive force).</li> </ul>	<div data-bbox="808 236 1384 592" data-label="Diagram"> <p>The diagram shows a rectangular field 100 yards long and 25 yards wide. It is divided into three sections by two 25-yard lines. The central section is the 'Center Circle' (10 yards diameter). The two end sections are 'Penalty Shooting Circles' (16 yards diameter). Player positions are marked with 'X': Goalie (G), Sweeper (S), Fullback (FB), Midfielder (MF), Left Wing (LW), Inner (I), Right Wing (RW), and Centre Circle (CC).</p> </div> <div data-bbox="752 632 994 695" data-label="Section-Header"> <h3>HOLDING A HOCKEY STICK</h3> </div> <div data-bbox="752 740 1037 842" data-label="Text"> <p>Place the hockey stick flat on the ground, with the toe pointing up.</p> </div> <div data-bbox="752 884 1050 1023" data-label="Text"> <p>Lay both hands on top of the stick with the right hand lower on the grip than the left hand.</p> </div> <div data-bbox="752 1066 1043 1204" data-label="Text"> <p>Ensure the palms are facing down and fingers are touching the ground next to the stick.</p> </div> <div data-bbox="752 1246 1037 1315" data-label="Text"> <p>Pick up the stick using a handshake technique.</p> </div> <div data-bbox="1099 596 1429 874" data-label="Text"> <p>There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.</p> </div> <div data-bbox="1167 879 1397 1158" data-label="Image"> <p>A photograph of a player in a dark uniform crouching on a green field, holding a hockey stick with both hands in a 'handshake' grip. The stick is on the ground, and the player's hands are positioned to pick it up.</p> </div> <div data-bbox="1099 1193 1447 1369" data-label="Text"> <p><b>Strategies and tactics</b> are the methods that performers use to maximise their chances of winning and outwit their opponents.</p> </div>	<div data-bbox="1487 236 2136 312" data-label="Text"> <p><b>Controlling the ball</b> a variety of skills to control the ball including <b>dribbling</b>, <b>stopping</b> and <b>striking</b>.</p> </div> <div data-bbox="1487 320 2136 472" data-label="Text"> <p><b>Dribbling</b>  <b>Straight Dribble</b> the ball never leaves your stick.  <b>Loose Dribble</b> you continually tap it forward while sprinting.</p> </div> <div data-bbox="1711 472 1944 655" data-label="Image"> <p>A photograph of a player in a red shirt and black shorts, captured in motion while dribbling a hockey ball with their stick. The player is leaning forward, and the ball is in contact with the stick.</p> </div> <div data-bbox="1487 663 2136 890" data-label="Text"> <p><b>Striking</b>  <b>Hit</b> Striking or ‘slapping’ the ball using a swinging movement of the stick.  <b>Push</b> moving the ball along the ground using a pushing movement of the stick.  <b>Long Pass</b> is an attacking skill.</p> </div> <div data-bbox="1487 898 2136 1007" data-label="Text"> <p><b>Shot at goal</b> is the action of an attacker attempting to score by playing the ball towards the goal from within the circle.</p> </div> <div data-bbox="1487 1015 2136 1091" data-label="Text"> <p><b>Attacking</b> includes dribbling or passing the ball in order to create the opportunity to score.</p> </div> <div data-bbox="1487 1099 2136 1176" data-label="Text"> <p><b>Defending</b> includes preventing the opponents from passing, dribbling or scoring.</p> </div> <div data-bbox="1778 1206 1883 1302" data-label="Image"> <p>A photograph showing two players in action on a field. One player is leaning over to reach for the ball, while the other is positioned nearby, ready to defend or challenge.</p> </div>

# Half-Term 3: Subject – PE – Year 7 – Gymnastics



Key skills	Evaluating and improving	Performance skills
<p><b>Rolls</b> Forward- forward roll, shoulder roll Backward- backwards roll, shoulder roll, Sideways- egg roll, pencil roll, teddy bear roll</p> <p><b>Balances</b> Individual Pair/group Counterbalance/tension.</p> <p><b>Shapes/jumps/leaps/twists</b> Tuck Straddle/Star Pike Stag Split Half/Full</p> <p><b>Tumbling skills</b> Cartwheel Round-off Walkover Headspring Handspring</p> <p><b>Flight</b> Run up Take-off Flight Landing</p> <p><b>Dance</b> Hand gestures Facial expression</p>     	<p>QR codes for Proficiency awards from 1-8. Award 1 is the most difficult and achieving this would help you achieve BAND A.</p>  <p>As well as looking at the difficulty of the moves being performed, you should be able to assess performance of strengths and weaknesses.</p> <p>This could be by watching your partner perform and telling them something that was good <u>e.g.</u> you had pointed toes throughout. To provide more detailed feedback, you could give them an idea about what to improve <u>e.g.</u> your toes were pointed throughout, however your legs were not always straight.</p> <p><b>Choreography</b>- this is being able to make up routines and sequences. If you are good at this, it can also help you to achieve a high band.</p>	<p><b>Aesthetics</b> In gymnastics you are judged by how aesthetically pleasing your performance is (how nice it looks). You can achieve this by doing the following things:</p> <p><b>Pointed toes/Straight limbs</b>- doing this helps to keep good tension of your muscles and good posture, which looks neat and tidy when performing.</p> <p><b>Timing</b>- An elite gymnast is allowed up to 90 seconds for both a floor and beam routine. They will have marks deducted if they go over the time limit. Also, if they don't have good timing on the floor apparatus, it will affect the aesthetics, and they will lose marks.</p> <p><b>Strong start and finish positions</b></p>    

What makes a good friend?	
<b>Good friends make you feel good</b>	Good friends say and do things that make you feel good. Giving compliments and congratulations and being happy for you.
<b>Good friends listen</b>	A good friend allows you to talk and doesn't interrupt you. They are interested in what you have to say.
<b>Good friends support each other</b>	If you are feeling down, a good friend will support you. If you need help, a good friend will try to help you out.
<b>Good friends are trustworthy</b>	If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgemental.
<b>Good friends handle conflict respectfully and respect boundaries</b>	A good friend will tell you if you have done something to hurt them. If you tell a good friend they have hurt you, they will be sorry and won't do it again.
<b>Friends not followers</b>	In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy.



**Good friendships go both ways!**



Signs of a Toxic Friendship
<p>Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship.</p> <p>You can spot them by:</p> <ul style="list-style-type: none"> <li>• They might say "brutally honest" things to you which are unkind or hurtful</li> <li>• Put pressure on you to do things you don't want to do</li> <li>• Be manipulative (e.g. 'If you were my friend you would...')</li> <li>• Put you down</li> <li>• Laugh at you, or encourage others to laugh at you</li> <li>• Talk about you behind your back</li> <li>• Deliberately exclude you from group chat and activities</li> <li>• Take the "banter" too far</li> <li>• Share things about you online</li> <li>• Make you feel bad about yourself</li> </ul>

Define:	
Platonic Relationship	A friendship or relationship where there is no romantic, intimate or sexual feelings, e.g. Friends and Colleagues..
Intimate Relationship	A relationship which can include a sexual attraction and sexual activity, e.g. Boyfriend, Girlfriend, Married couples.
Familial Relationship	A relationship with someone who has a blood, kinship or legal tie to you, e.g. Parents, Siblings etc.
Toxic Relationship	A relationship that has a negative impact on your mental health and self-esteem.

What to do if you are in a Toxic Friendship:	
<b>Remember, the problem isn't you:</b>	Hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.
<b>Talk to them about how their behaviour makes you feel:</b>	Explain calmly and without accusation. Be specific. Tell them what you would like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others.
<b>Don't retaliate:</b>	It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this.

Further sources of information and advice.	
<a href="mailto:concern@magnusacademy.co.uk">concern@magnusacademy.co.uk</a>	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.
Childnet.com	Organisation created to help young people stay safe online. You use their website to learn more about staying safe online.
NSPCC 0808 800 5000	Fighting for every childhood. The work they do is to keep children safe
National Bullying helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>
999	This is the number to call if you need the emergency service for something, such as ambulance, fire, police, or coastguard.