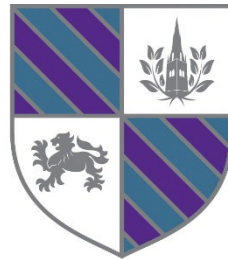


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: April 2025

Year 7

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

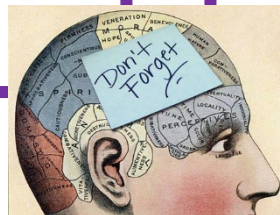
Determination – Integrity – Ambition – Humility – Compassion

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><u>English</u></p> <p>Americanisms Rivalry Sophisticated Resignedly Defiance Elude Delinquent Underprivileged Conformity Prejudice</p>	<p><u>Maths</u></p> <p>2 dimensional (2D) Parallel Lines Polygon Perimeter Area Quadrilateral Notation</p>	<p><u>Science</u></p> <p>Potential indifference Resistance Component Conductor Insulator Lava Sedimentary Igneous Metamorphic Erosion</p>	<p><u>RE</u></p> <p>Altar Stained glass window Font Pews Nave Mihrab Minbar Qibla Wall Washing area Statue of Buddha</p>
<p><u>History</u></p> <p>Puritan Monarch Royalists Parliamentarians stalemate New Model Army Rump Parliament Significant Promoted Superiority</p>	<p><u>Geography</u></p> <p>Federation Ethnic Steppes Siberia Taiga Tundra Continental Climate Deciduous Coniferous Self-Sufficient</p>	<p><u>Spanish</u></p> <p>Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation</p>	<p><u>IT</u></p> <p>Algorithm Computational thinking Abstraction Decomposition Hardware Software Pattern recognition Flowchart Logic Variable</p>
<p><u>PE</u></p> <p>Outwit Opponents Attacking Defending Control Tactics Fluency Positions Aesthetic Warm-up Cool-down</p>	<p><u>Drama</u></p> <p>Tone Pitch Pace Volume Accent Eye contact Facial expression Gesture Posture Proxemics Levels</p>	<p><u>Dance</u></p> <p>Stimulus Freeze frame Space Dynamics Relationships Movement memory 5 key dance actions Choreograph Duet Performance skills Choreographic device</p>	<p><u>Art</u></p> <p>Hybrid Myth Shape Measurement Tone Accuracy Experiment Mixed Media Reflect Review</p>
<p><u>Technology</u></p> <p>Aesthetics Cost Client Environment Safety Size Function Materials Manufacturer</p>	<p><u>Food</u></p> <p>Sustainability Carbon footprint Food miles Exotic fruit Staple crop Seasonal produce Import Export shortening</p>	<p><u>Music</u></p> <p>Articulation Strumming Pattern Dampen Instrumentation Melody and accompaniment Melody Chord Chord sequence Lyrics Bass Line</p>	<p><u>PSHE</u></p> <p>Substance Controlled Substance Medicine Side effects Dependency Cessation</p>

Year 7 further reading lists Half Term 5 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><u>History</u></p> <p>Adams, Simon, 2002 <i>Cavaliers and Roundheads</i> Franklin Watts</p> <p>Guy, John, 2003 <i>The English Civil War</i> Ticktock</p> <p>Harris, Nathaniel, 1996 <i>Crown and Parliament</i> Wayland</p> <p>Throp, Claire, 2016 <i>The Split History of the English Civil War</i> Raintree</p>	<p><u>Spanish</u></p> <p>Brooks, Susie, 2014 <i>Unpacked: Spain</i> Hachette Children's Group</p> <p>Ganeri, Anita, 2017 <i>Journey Though Spain</i> Hachette Children's Group</p> <p>Hustad, Douglas, 2021 <i>Your Passport to Spain</i> Capstone Global Library Ltd</p> <p>Senker, Cath, 2018 <i>Russia</i> Wayland</p>	<p><u>PE</u></p> <p>Amstutz, Lisa J, 2016 <i>The Science behind Athletics</i> Raintree</p> <p>Gifford, Clive 2016, <i>Cricket</i> Franklin Watts</p> <p>Gifford, Clive 2016 <i>Athletics</i> Franklin Watts</p> <p>Hurley, Miachael, 2013 <i>Cricket</i> Raintree</p>
<p><u>PSHE</u></p> <p>Claybourne, Anna, 2016 <i>Smoking, drugs and alcohol</i> Franklin Watts</p> <p>Spilsbury, Louise, 2021 <i>Avoiding drink and drugs,</i> Raintree</p>	<p><u>Geography</u></p> <p>Ganeri, Anita, 2017 <i>Journey through Russia</i> Franklin Watts</p> <p>Newalnd, Sonya, 2020 <i>Who's in charge? Russia</i> Franklin Watts</p>	<p><u>Science</u></p> <p>Hartman, Eve, 2009 <i>Magnetism and electromagnets</i> Heinemann Library</p> <p>Orme, David, 2010 <i>Inside Earth</i> QED</p> <p>Somervill, Barbara, 2009 <i>Electrical Circuits and Currents</i> Raintree</p>
<p><u>English</u></p> <p>Hinton, S. E., 1979 <i>Tex</i> Puffin</p>	<p><u>Religious Studies</u></p> <p>Nason, Ruth, 2010 <i>Places of Worship</i> Franklin Watts</p>	
<p><u>Music</u></p> <p>Fleming, Tom, 2017 <i>Ukulele for beginners</i> Amber Books</p>	<p><u>Art</u></p> <p>Brooks, Suzie, 2017 <i>Selfie: the changing face of self-portraits</i> Wayland</p>	<p><u>Drama</u></p> <p>Guillain, Charlotte, 2017 <i>Writing and staging adventure plays</i> Raintree</p>



Year 7 English HT5: 'The Outsiders', by S. E. Hinton



1. Context: S.E. Hinton's America

SE Hinton started writing 'The Outsiders' in 1964 when she was 15 and it was published in 1967 when she was 18.

1967 in America was a time of conflict and big changes: the Vietnam War, the Cold War, the Civil Rights Movement, building up to the moon landing in 1969.

The conflicts American had with other nations (Vietnam, the Cold War conflict between America and the Soviet Union (a group of countries including Russia) and within itself—the Civil Rights Movement (the fight for equal rights for African Americans and an end to racial segregation) are reflected in the novel.

Themes such as feeling left behind by technology, mistrust of authority, little provision for young people, differences between rich young people and poor young people are explored in the novel.

3. Character Traits:

Term:	Definition:
Loyal	Giving firm and constant support to a person, place or organisation.
Happy-go-lucky	Cheerful: unconcerned about the future.
Literary	Connected with and appreciates literature (written works which are considered superior or worthy of study e.g. Shakespeare, Dickens).
Authoritative	Commanding and self-confident. Likely to be respected and obeyed.
Vulnerable	Exposed to the possibility of being attacked or harmed, either physically or emotionally.
Integrous	Has integrity: the strength of character to choose honest and truth at all times and be accountable for own actions.

2. Key Vocabulary:

Term:	Definition:
Americanisms	Words or ideas that are unique to the language and culture of the United States.
Rivalry	Competition for the same objective or for superiority in the same field.
Sophisticated	Having an understanding of the world and its ways. Good taste, refinement and wisdom.
Resignedly	To do something in a way that shows you accept something, even though you don't like it.
Defiance	Behaviour in which you refuse to obey someone or something.
Elude	If something you want eludes you, you do not achieve success in it. To not be caught by someone.
Delinquent	A person, usually young, who behaves in a way that is illegal or not acceptable to most people.
Underprivileged	Without the money, possessions, education, opportunities that the average person has.
Conformity	Behaviour that follows the accepted standards of society.
Prejudice	An unfair or unreasonable opinion or feeling, formed without thought or knowledge. To pre-judge.

Subject Terminology

2 dimensional (2D)	A measurement of length in two directions
Parallel Lines	Two lines which are always equidistant (an equal distance from each other)
Polygon	A 2D shape with straight sides. Each side must intersect with two other sides at their end point.

Subject Terminology

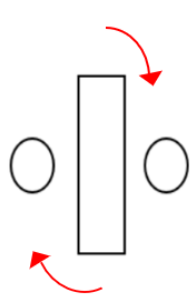
Perimeter	The total distance around the outside of a two dimensional shape
Area	The amount of space within the perimeter of a two dimensional shape
Quadrilateral	Any four sided shape
Notation	Symbols used within mathematics to represent things

Symmetry

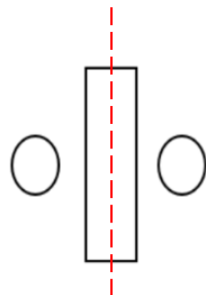
The definition of symmetry are identical parts after a flip, slide, or turn.

Rotational symmetry is when a shape still looks the same after some degree of rotation. How many times it looks the same in one full turn is called the **order**.

Reflection symmetry is where one half of the shape is the reflection of the other. Both halves match exactly.



Rotational symmetry



Reflection symmetry

Notation

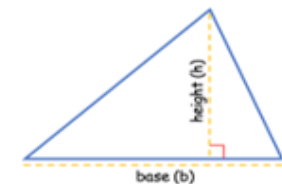
Labelling lines of equal length have a dash



Labelling lines which are parallel have small arrow

Area of a Triangle

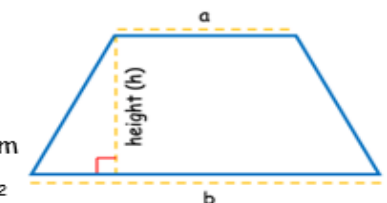
$$A = \frac{1}{2} \times \text{base} \times \text{height}$$

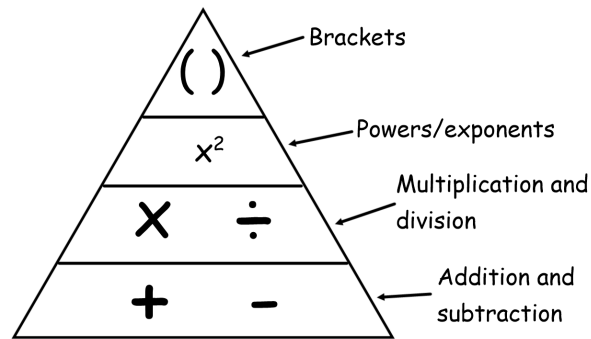
Area of a Trapezium

$$A = \frac{1}{2} (a + b) h$$

Example: If $a = 4\text{cm}$ $b = 6\text{cm}$ and $h = 12\text{cm}$

then, $A = \frac{1}{2} \times (4\text{cm} + 6\text{cm}) \times 12\text{cm} = 36\text{cm}^2$



Order of OperationsInverse 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.

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

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

Adding Negative Numbers

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

Square Numbers

$$1 \times 1 \text{ or } 1^2 = 1$$

$$2 \times 2 \text{ or } 2^2 = 4$$

$$3 \times 3 \text{ or } 3^2 = 9$$

$$4 \times 4 \text{ or } 4^2 = 16$$

$$5 \times 5 \text{ or } 5^2 = 25$$

$$6 \times 6 \text{ or } 6^2 = 36$$

$$7 \times 7 \text{ or } 7^2 = 49$$

$$8 \times 8 \text{ or } 8^2 = 64$$

$$9 \times 9 \text{ or } 9^2 = 81$$

$$10 \times 10 \text{ or } 10^2 = 100$$

$$11 \times 11 \text{ or } 11^2 = 121$$

$$12 \times 12 \text{ or } 12^2 = 144$$

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

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

9+5=14
14 is more than 10!

Column Subtraction

$$\begin{array}{r} 5 \\ 64 \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

Written methodsMultiplication (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)

$$186 \div 6$$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \\ \underline{6} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

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)

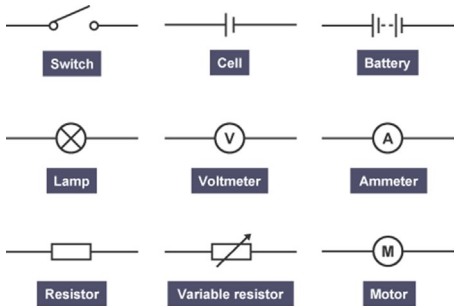
24.4

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

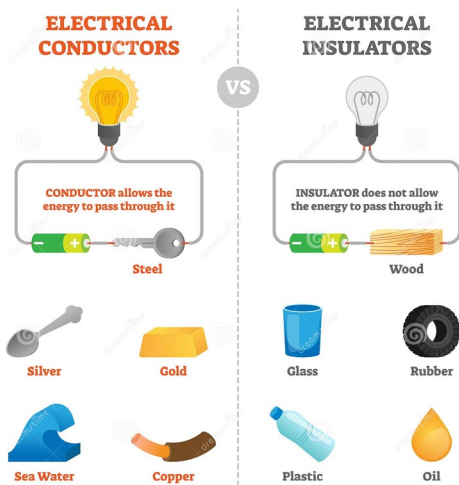
24.36

Draw in your line then check the number to the right

Circuit component symbols



Electrical conductors and insulators

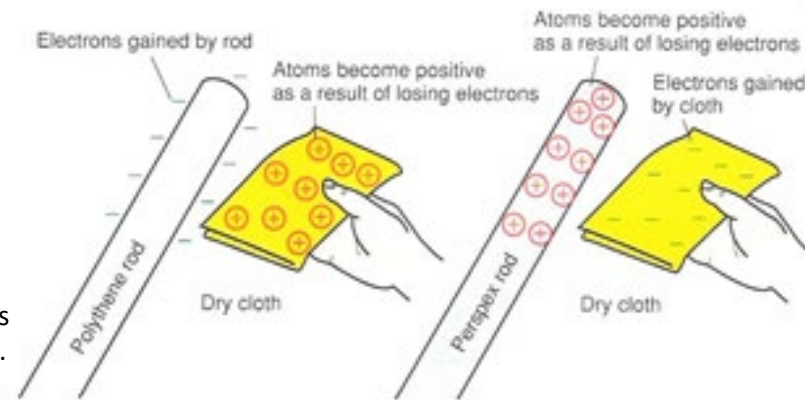


Series Circuit Rules

	Series
Diagram	
Current	The same current passes through each component. (The current is the same everywhere)
Potential Difference	The total potential difference of the power supply is shared between components. (Add the potential difference of the components to find the potential difference of the power supply).
Resistance	The total resistances of two or more components in series is equal to the sum of the resistance of each component.

Static Electricity

When two objects are rubbed together, electrons are transferred from one object to the other. One object becomes positive and the other negative. The electric charge that builds up is called static electricity.



Subject Terminology

Definition

Potential difference	The energy transferred per coulomb of charge. Measured in volts, V.
Resistance	A measure of how difficult it is for electric current to flow. Measured in ohms, Ω
Component	A part of a circuit
Conductor	Allow electricity to pass through them easily.
Insulator	Do not allow electricity to pass through them.
Series circuit	A circuit that has no branches, one component follows directly from another.
Voltmeter	Device used to measure the potential difference across a component. Must be connected in parallel.
Ammeter	Device used to measure the current through a component. Must be connected in series.
Electrons	A negatively charged particle found in an atom.
Current	The rate of flow of charge. Measured in amps, A.
Charge	a property of particles. Charge can be positive or negative and is measured in coulombs, C

Magnets

ATTRACTION



REPULSION

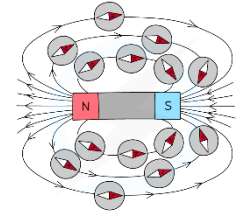


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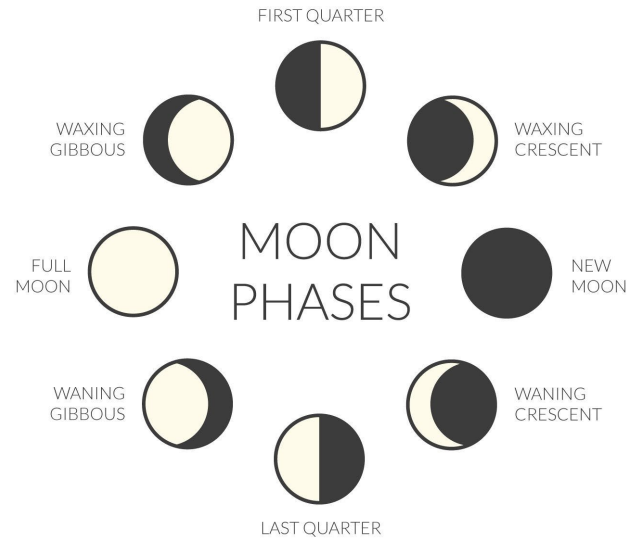


How to plot a magnetic field:

1. Place the plotting compass near the magnet on a piece of paper.
2. Mark the direction the compass needle points.
3. Move the plotting compass to many different positions in the magnetic field, marking the needle direction each time.
4. Join the points to show the field lines.

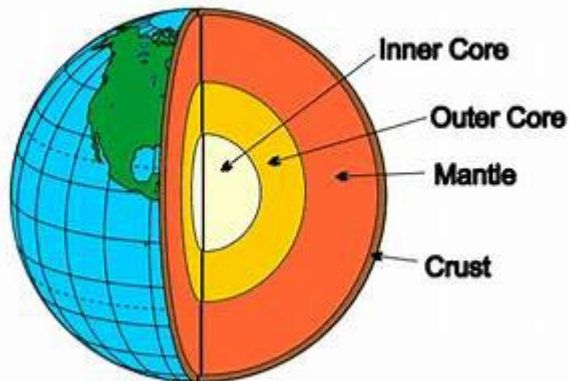


Phases of the moon

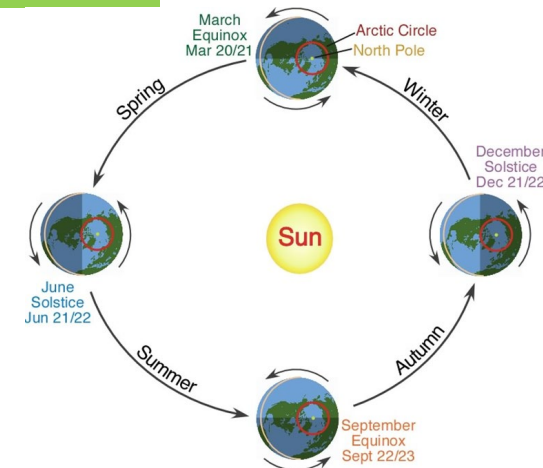
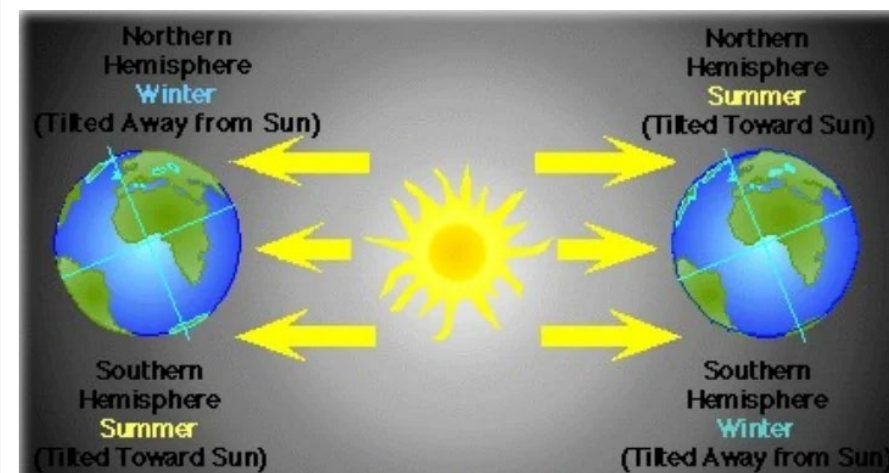


lava	Molten rock that is released from the Earth's core in a volcano or fissure.
Sedimentary	Rocks that are formed through the deposition of sediments, eg limestone and sandstone.
Igneous	Rocks that formed under very hot conditions within the Earth.
Metamorphic	A type of rock formed under intense heat or pressure.
Erosion	When land is worn away by another material.
Season	One of four times of the year (winter, spring, summer or autumn).
Northern Hemisphere	The top half (north) of the world, found anywhere above the equator.
Year	The time taken for a planet to make one orbit of its star.
Equator	An imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere

The structure of the earth



What causes Earth's season

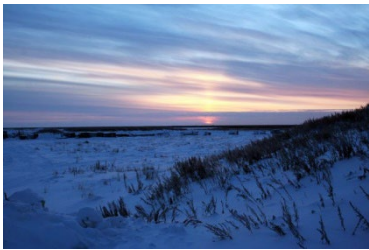


Russia Key Facts
Russia (The Russian Federation) is the Largest country in the world. It cover 1/10th of ALL the land on the earth
Russia twice the size of Canada (2 nd biggest country in the world) and is the 70 times the size of the UK.
Russia is so large that it spans across two continents (Asia and Europe). It is mostly in Asia, but most people live in the European part.
The Ural Mountains physically separate Asia and Europe.
Russia spans across 11 time zones.
It is also home to Lake Baikal, the world’s oldest and deepest lake. It is the largest freshwater lake by volume, containing about one-fifth of the fresh water on Earth’s surface
It has 14 neighbouring countries and a coastline on two oceans (35,000km of coastline)
144 million people live in Russia, but they are not evenly spread out, they are unevenly distributed.
There is an abundance of natural resources in Russia. Many resources are in Siberia, which has very harsh weather and extreme cold temperatures. It is very hard to work in these areas as steel become brittle at these low temperatures

Russia’s Climate
Russia experiences a continental climate; this means two main seasons.
(1) Long dark cold winters with (2) brief warm summers
Precipitation is low throughout the year
Yakutsk is the coldest city in Russia and on Earth. Temperatures can reach - 45C. Yakutsk is built on permafrost (frozen round, in fact 65% of Russia is land.

Russia and the Arctic
The Arctic is a region surrounding the North Pole that is made up of a large ocean.
It is the Northernmost region of Earth.
There are many natural resources located here.
Taking these resources can have social and environmental impacts.
Social: - Nenets herders have always moved seasonally with their reindeer. <ul style="list-style-type: none">- The Yamal Megaproject was developed to extract the large gas reserves of the region.- The Nenets migrations routes are now affected by the gas and oil pipelines, making it difficult to move the reindeer herds.- If they cannot migrate, their people, their way of life might disappear forever and culture lost.
Environmental: - Greenpeace are concerned about the damage to the environment. <ul style="list-style-type: none">- A campaign ‘Save the Arctic’ wants to make people aware of the issues.- An oil spill under these icy waters would have a catastrophic impact on animals and the pristine water.- Russia produces 12% of the world oil it is responsible for roughly half of the worlds oil spills.

TECHNICAL VOCABULARY	
Federation	A group of states with a central government
Ethnic	A population with a common culture or religion.
Steppes	A large area of flat unforested grassland in south-eastern Europe or Siberia.
Siberia	A large region in the Russian Federation in N Asia, extending from the Ural Mountains to the Pacific.
Taiga	The swampy coniferous forest in the far North of the World, especially that between the tundra and steppes of Siberia.
Tundra	A vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen.
Continental Climate	A relatively dry climate with very hot summers and very cold winters
Deciduous	Trees that shed their leaves annually.
Coniferous	Trees that keep their leaves all year round.
Self-Sufficient	Needing no outside help in satisfying one's basic needs, especially with regard to the production of food.



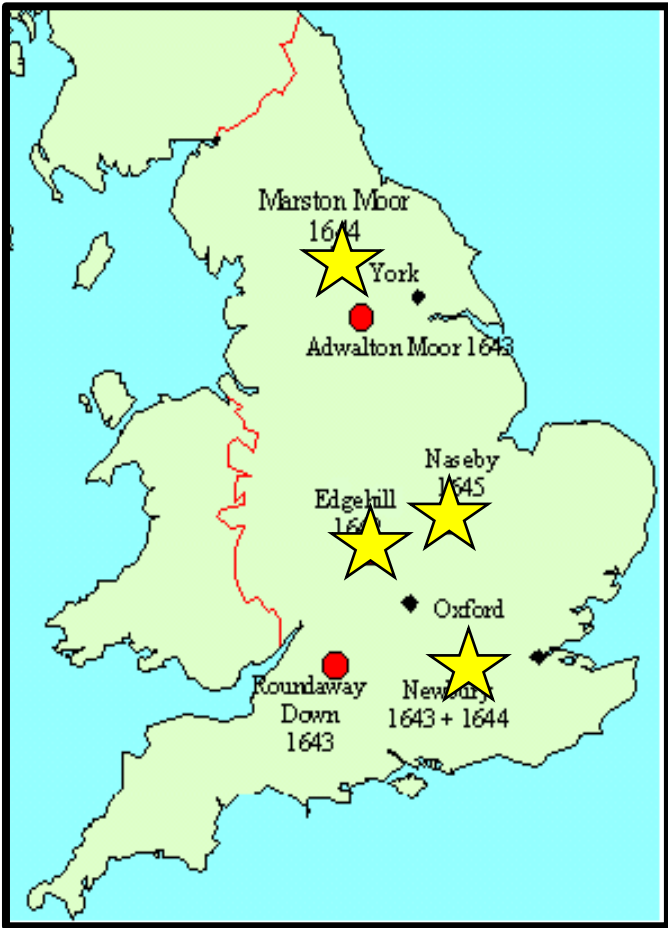
Russia’s Ecosystems		
There are four biomes distributed across Russia. ➤ Temperate forest (Red) ➤ Taiga (Green) ➤ Steppe (Orange) ➤ Tundra (yellow) Most of Russia is dominated by Taiga and Tundra		
	Taiga	Tundra
	✓ Coniferous forest	✓ The coldest of all biomes
	✓ Made up of pines, larch's, spruce	✓ It is too cold for trees to grow
	✓ The largest biome in the world (apart form oceans)	✓ Located in the north-eastern Russia 60-80N
	✓ The largest biome in Russia	✓ Winters are long and summers are short
	✓ Contains 55% of the world’s conifers	✓ Soil forms very slowly
	✓ The largest forested area on the earth (larger than the Amazon)	✓ Much of the land is permafrost (permanently frozen)

Causes of the English Civil War		
Religion	Money	Power
Many people in England feared that Charles favoured the Catholics too much – after all he was married to a Catholic.	England had money issues – Charles should have set a better example for his people with regards to spending.	Charles firmly believed in the Divine rights of Kings and that it was his right to run the country as he wished.
Since Henry VIII there had been problems over Religion and Charles could not hope to keep everybody happy.	In 1640, Charles fought a war against the Scots and lost. He had to pay the Scots to leave England.	In 1629, Charles locked MP's out of Parliament for 11 years.
	Charles spent a great deal of money on works of art by Rubens and Van Dyck.	In 1625, Charles went to war with Spain and lost.
There were many causes of the English Civil War between 1642 and 1649; they can be linked to Religion, Power or Money.	In 1626, Parliament refused to raise money for Charles.	

1625	Charles 1 becomes King of England.
August 1642	War Breaks out
October 1642	Battle of Edgehill
July 1644	Battle of Marston Moor
June 1645	The Battle of Naseby
Jan 1647	Charles is given to Parliament.
Nov 1647	Charles escapes.
August 1648	Charles is recaptured
Jan 1649	Charles is executed



TECHNICAL VOCABULARY	
Puritan	A member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.
Monarch	A sovereign head of state, especially a king, queen, or emperor.
Royalists	A person who supports the principle of monarchy or a particular monarchy.
Parliamentarians	A supporter of Parliament in the English Civil War.
stalemate	A situation in which further action or progress by opposing or competing parties seems impossible.
New Model Army	An army created in 1645 by Oliver Cromwell to fight for the Parliamentary cause in the English Civil War. Led by Thomas Fairfax, it was a disciplined and well-trained army which later came to possess considerable political influence.
Rump Parliament	The English Parliament which consisted only of MPs who believed the King should stand trial.
Significant	An event or person who is important over a long period of time.
Promoted	To raise someone to a higher or more important position or rank based on their work ethic and attitude.
Superiority	The state of being greater or better than something or someone else



The Battle of Naseby (1645)

The **Roundheads won the Battle of Naseby** and it was one of the most important victories in the Civil War. We have to consider how and why did they win:

Parliaments Skill	Royalist Mistakes
Cromwell, leading the Roundheads cavalry broke through the Royalists lines. Instead of chasing the fleeing Royalist cavalry, he whirled around and attacked the Royal infantry.	Prince Rupert (leader of the Kings cavalry) crashed through the Roundheads. However instead of smashing into the foot soldiers, Rupert chased after the baggage wagon (which contained lots of money) at Naseby.
The Roundhead Infantry advanced forward into the Royalist infantry.	The battle of Naseby was the turning point for the English Civil War. Up until then the Parliamentarians were struggling against the King's forces. Around 10,000 Royalists had taken to the field, of whom, 1,000 lay dead and 5,000 had been taken prisoner. Parliamentarians seized the King's baggage train and not only seized precious ammunition, they also found the King's personal effects, including sensitive papers.
Cromwell's cavalry now trapped the Royalist infantry on one side and the Roundhead infantry trapped the other.	
The Royalist infantry panicked at being caught in a pincer movement and surrendered.	

The English Civil War was fighting that took place in England between the supporters of the Monarchy of Charles I and opposing groups such as the Parliamentarians.

The Consequence of the English Civil War led to the trial and execution of Charles I, the exile of his son, Charles II and the replacement of English monarchy with the Commonwealth of England.

MONARCHY

Religion was a major cause of the English Civil War. It was part of a Europe wide conflict between Roman Catholicism and Protestantism. At the start of his reign (1625) King Charles I had married the Roman Catholic Henrietta Maria of France and it was believed Charles was leaning towards Catholicism. Puritans wanted a purer form of worship without rituals and without religious icons and images.

RELIGION

INVASION

In 1649 Cromwell declared England a Commonwealth and Free State. It was the first time that the Westminster Parliament had represented the whole of the British Isles and led to 11 years of republican rule in England.

POLITICAL REFORM

English Civil War

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

King Charles believed that a King was Divinely Appointed by God and should rule his kingdom absolutely. Since the Magna Carta the English believed that people had rights to their person and property above the rule of any king.

Charles refused to call any more parliaments after 1629. He was determined to rule on his own and did until 1637.

CONFLICT

The English Civil War is a generic term for a series of Civil Wars between Royalists (supporters of the King) and Parliamentarians (supporters of Parliament) in England and Wales from 1642 to 1652. The human cost of the war was devastating.

REVOLUTION

The cause of the English Civil War is complex, at the centre were disagreements about religion, discontent over the King's use of power and his economic policies.

TAX & ECONOMY

The English Civil War had a negative impact on the country's economy as it disrupted trade and commerce, led to inflation and an increase in taxes and caused widespread destruction of infrastructure.



¿Qué te gusta hacer en las vacaciones?

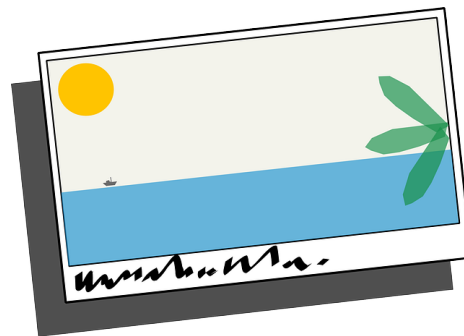
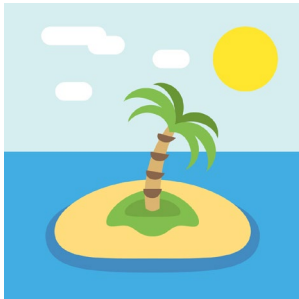
Week 1

Opinion	Infinitive	Because	In my opinion	Verb	Infinitive
Me fastidia (n) = I get annoyed	ir – to go	porque	en mi opinión	puedo = I can	relajarme – relax
Me fascina (n) = It fascinates me	viajar – to travel				leer – read
Me divierto – I have fun	alojarme – to stay				sacar fotos – take photos
Me decepciona – It disappoints me	nadar – to swim	dado que	a mi juicio		comprar recuerdos – buy souvenirs
Me da igual – I’m not bothered about	esquiar– to ski				hablar el idioma – speak the language
Me disfruto de = I enjoy	volar – to fly	puesto que	a mi modo de ver		hacer turismo – go sightseeing
Prefiero – I prefer	comprar – to buy				probar tapas – try tapas
Vale la pena – it’s worth	descansar – to rest	ya que	para mí		aprender sobre la cultura – learn about the culture
Estoy harto de – I’m fed up of	tomar el sol – to sunbathe	aunque =	desde mi punto de vista		mandar postales – send postcards
Estoy a favor de – I am in favour of	bailar – to dance	although			comer comida típica = eat typical food

Week 2

Connective	Verb	Nouns	Connective	Noun	Verb	Infinitive	Nouns
Siempre = always	voy= I go	a España= to Spain a Francia = to France	pero = but	(yo) I	prefiero = prefer	ir = to go	a Italia = to Italy a las Islas Canarias = to the Canary Islands
Casi siempre = almost always	viajo = I travel	en avión = by plane en coche = by car		mi hermano mi hermanastra mi madre mi familia mi padre mi prima mi abuela	prefiere = prefers	viajar = to travel	en barco = by boat en tren = by train
Normalmente = normally	me alojo = I stay	en una caravana = in a caravan en una tienda = in a tent	sin embargo = however			alojar(se) = to stay	en un hotel = in a hotel en un parador = in a luxury Spanish hotel
A menudo = often	nado = I swim	en el mar = in the sea en una piscina cubierta = in an indoor pool				nadar = to swim	en un lago = in a lake en una puscina = in a swimming pool
Por lo general = generally	comprar = I buy	unos recuerdos = souvenirs un postal = a postcard		mis padres y yo mi madre y yo mi abuelo y yo mi hermano y yo mi padre y yo mi bisabuelo y yo	preferimos = prefer	comprar = to buy	un llavero = a keyring unas castañuelas = castanets un abanico = a fan
A veces = sometimes	tomo el sol = I sunbathe	en la playa = on the beach al lado de la piscina = next to the pool	no obstante = however			tomar el sol = to sunbathe	en la playa = on the beach al lado de la piscina = next to the pool
De vez en cuando = sometimes	visito = I visit	los monumentos = the monuments el castillo = the castle el acuario = the aquarium				visitar = to visit	el estadio = the stadium el museo = the museum el parque temático = the theme park
Rara vez = rarely	como = I eat	la paella = paella las gambas = prawns	aunque = although	mis padres mis abuelos mis hermanos mis amigos mis tíos mis primos	prefieren = prefer	comer = to eat	comida típica = typical food las tapas = tapas
Casi nunca = almost never	bebo = I drink	la limonada = lemonade el agua mineral = water				beber = to drink	el vino tinto = red wine la cerveza = beer
Nunca = never	leo = I read	una novela = a novel un libro = a book	mientras = whilst			leer = to read	una revista = a magazine un periódico = a newspaper

Infinitive	Nouns	Verb	Comparative	Adjective	Comparative	Infinitive	Nouns
ir = going	a Italia = to Italy a las Islas Canarias = to the Canary Islands	es = is	más = more	divertido = fun (des)agradable = (un)pleasant rápido = fast lento = slow caro = expensive barato = cheap	que = than	ir = going	a España= to Spain a Francia = to France
viajar = travelling	en barco = by boat en tren = by train					viajar = travelling	en avión = by plane en coche = by car
alojar(se) = staying	en un hotel = in a hotel en un parador = in a luxury Spanish hotel					alojar(se) = staying	en una caravana = in a caravan en una tienda = in a tent
nadar = swimming	en un lago = in a lake en una puscina = in a swimming pool		menos = less	cómodo = comfortable incómodo = uncomfortable guay = cool estupendo = great asombroso = fantastic relajante = relaxing esplendido = great	que = than	nadar = swimming	en el mar = in the sea en una piscina cubierta = in an indoor pool
comprar = buying	un llavero = a keyring unas castañuelas = castanets un abanico = a fan					comprar = buying	unos recuerdos = souvenirs un postal = a postcard
tomar el sol = sunbathing	en la playa = on the beach al lado de la piscina = next to the pool					tomar el sol = sunbathing	en la playa = on the beach al lado de la piscina = next to the pool
visitar = visiting	el estadio = the stadium el museo = the museum el parque temático = the theme park		tan = as	animado = lively gracioso = funny pintoresco = picturesque delicioso = delicious sabroso = tasty difícil = difficult fácil = easy aburrido = boring entretenido = entertaining	como = as	visitar = visiting	los monumentos = the monuments el castillo = the castle el acuario = the aquarium
comer = eating	comida típica = typical food las tapas = tapas					comer = eating	la paella = paella las gambas = prawns
beber = drinking	el vino tinto = red wine la cerveza = beer					beber = drinking	la limonada = lemonade el agua mineral = water
leer = reading	una revista = a magazine un periódico = a newspaper					leer = reading	una novela = a novel un libro = a book



Year 7 Dance – Spybreak

The Matrix is a science fiction action film. It shows a future of great suffering and injustice in which humanity is unknowingly trapped inside a simulated reality, the Matrix, which intelligent machines have created to distract humans while using their bodies as an energy source. When computer programmer Neo, uncovers the truth, he is drawn into a rebellion against the machines along with other people who have been freed from the Matrix.



In this Matrix Unit you will...

- *develop the skills necessary to choreograph a dance from a stimulus, using an extract from the film The Matrix as a starting point.
- *turn freeze frames into movement.
- *creating a storyline for your dance.
- *working with a partner to create a duet.
- *use choreographic devices to develop movement phrases from the film extract.
- *use the 5 key dance actions to develop a range of movements.
- *show basic performance skills when sharing dance work.
- *appreciate and provide feedback to your own and peers work.

SUBJECT TERMINOLOGY	
Stimulus	Inspiration for an idea or movement.
Freeze Frame	A form of still image that is achieved by simply freezing action.
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.
Movement memory	Is remembering the choreography in the correct order.
5 key dance actions	JUMP, TURN, TRAVEL, STILLNESS, GESTURE
Choreograph	To create a dance and movement sequence to perform.
Duet	A dance choreographed for 2 people.
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.
Choreographic device	Something that enhances your dance and allows you to create more movement material. Such as use of canon, unison, repetition, levels, dynamics etc.
Dance appreciation	Is how to understand and think about dance in all of its various contexts.
Feedback	To give information about a reactions to a performance of a task, etc. which is used as a basis for improvement.
Narrative	A choreographic structure that follows a specific story line and intends to convey specific information through that story.

How To Tell A Story Through Dance

Every dance is more than just a series of movements with elaborate names. It is a tiny part in a moving story, a tale-told through the combination of dancing and music. Or sometimes just purely with the dance moves alone. But how do you tell a story with dance if you want to try this yourself?

a spy

character. Even if you are telling a real-life story, the character is the person whose story you are telling. In most stories, there's a good dose of fiction and this can be a fun thing to start with. Once you know who your character is, then start to think about their movements and how this will impact the dance. For example, if someone is a brash and bold character, then their moves may be somewhat exaggerated. Or someone who is up to something a little sneaky would be slower and more cautious in their movements.

emotions

story is about playing on emotions and evoking them in your audience. That's where body language and facial expressions come in. These are the easiest way to show an emotion - happiness in a smile, sadness in a frown. Not only that but by creating these emotions, you will also feel them. This helps to make the dance more realistic for people watching it. If you are running scared in a section, that feeling of fear you have created will help your dance movements seem more fearful. Combining emotions with movements helps to create that story. So if someone is angry, the use of a serious or angry look with sharp and strong dance moves will portray this. Or a happy person who just had great news will have that bounce in their step and smile on their face.

Tell the story

Once you have your characters and understand the emotions involved with the story, it is time to put it together. There should be a beginning, a middle and an end to the dance that people can follow when watching. Sections of the dance can act like chapters of the story, breaking it down into smaller chunks and highlighting the most important things that are happening. A break-up between a loving couple could be one chapter followed by a

Create a character for the dance – In this case it is

The starting point is always a

Tie moves with

Telling a

Year 8 Drama Knowledge Organiser
Topic 1 – Darkwood Manor

Vocal Skills

Tone	Your tone suggests your mood and your intention towards the listener, e.g happy, sad.
Pitch	Speaking in a high, low or natural voice.
Pace	The speed with which you speak, eg the speed of response in an argument.
Volume	This is how loud or quiet your voice is. Varying volume is important to communicate a range of emotions and situations. Anger or excitement might be communicated with a loud volume while fear could be shown by using a quiet voice.
Accent	Show that your character is from a specific place.
Pause	A dramatic pause at a crucial moment is very effective in performance.
Intonation	The rise and fall of a voice. There's a clear movement up when we ask questions for example. Intonation also helps us to say what we mean.

Narration

Spoken commentary for the audience about the action on stage. A narrator informs the audience about the plot. Narration is useful in making the play more understandable for the audience. It also makes the drama stylised. This means that it becomes non-naturalistic because the audience are aware throughout that a story is being told and the fourth wall is broken.

Fourth wall – the invisible wall between the actors on stage and the audience that isn't usually crossed, physically or verbally.

A narrator is NOT a story teller – they move the Drama on and inform the audience of what's happening, which isn't always telling a story.



Essence Machine – An essence machine is a technique used in Drama to show ideas and pieces of Drama. You repeat the same piece over and over, each time altering it a bit.

Soundscape – A collection of sounds that help tell a story by creating a mood, theme or location.

Vocal Collage – A technique used in Drama where a group of people repeat a word after each other again and again. This is to build tension and reflect what the main character is thinking or feeling.

Tension

A growing sense of expectation within the Drama, a feeling that the story is building up towards something exciting/scary happening.

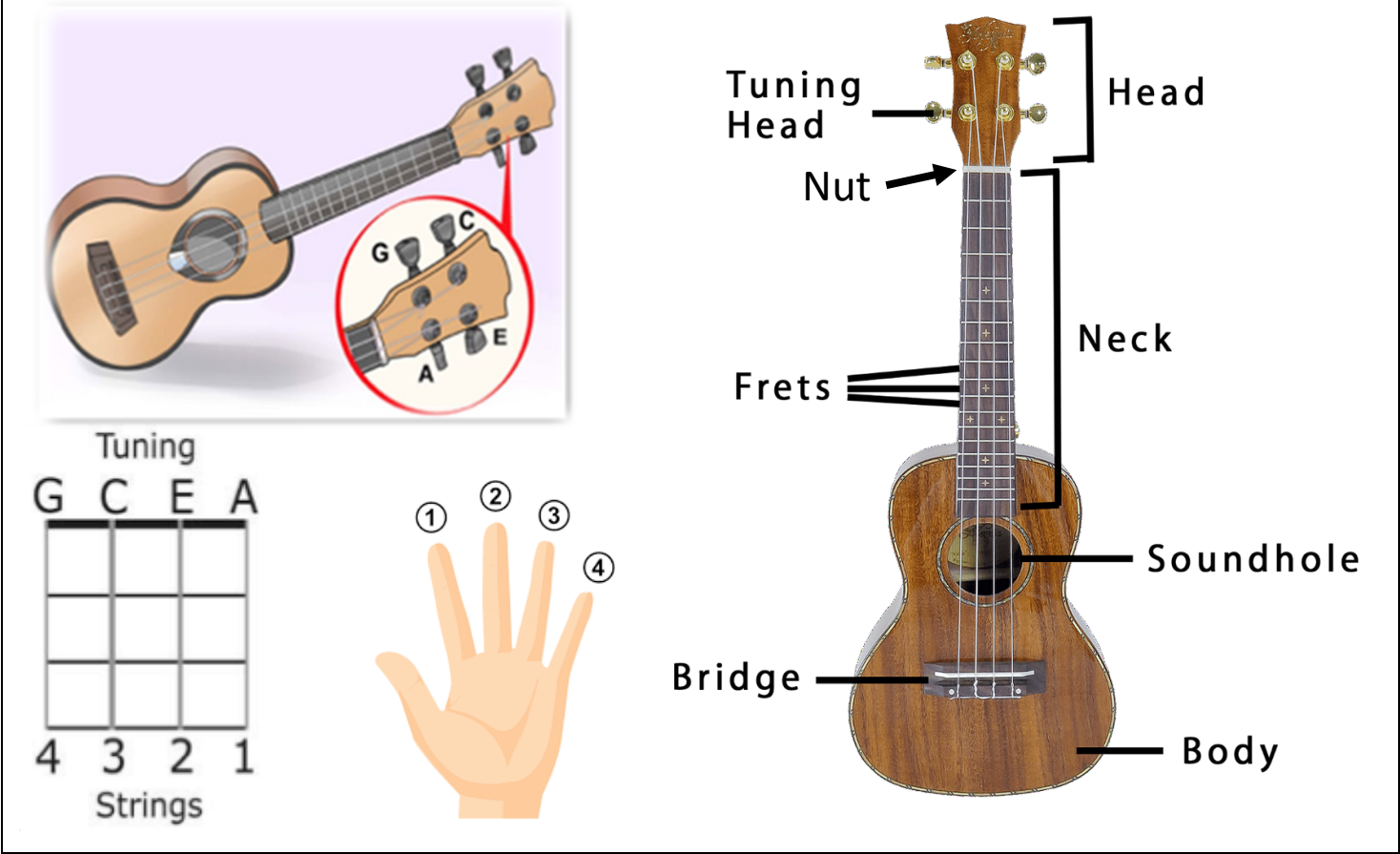
Physical Skills

Eye Contact	Communicates a character's attitude, emotions or status.
Facial Expression	Conveys emotions, by non – verbally communicating the feelings and thoughts of the character.
Gesture	Movement or action with arms/hands showing emotion or to define a character.
Posture	Position of a person's body when standing or sitting.
Proxemics	The distance between characters/actors in a play. It indicates the state of their relationships and feelings.
Levels	Gives a stage more visual interest. Also allows different characters to communicate different status.

Performance Skills

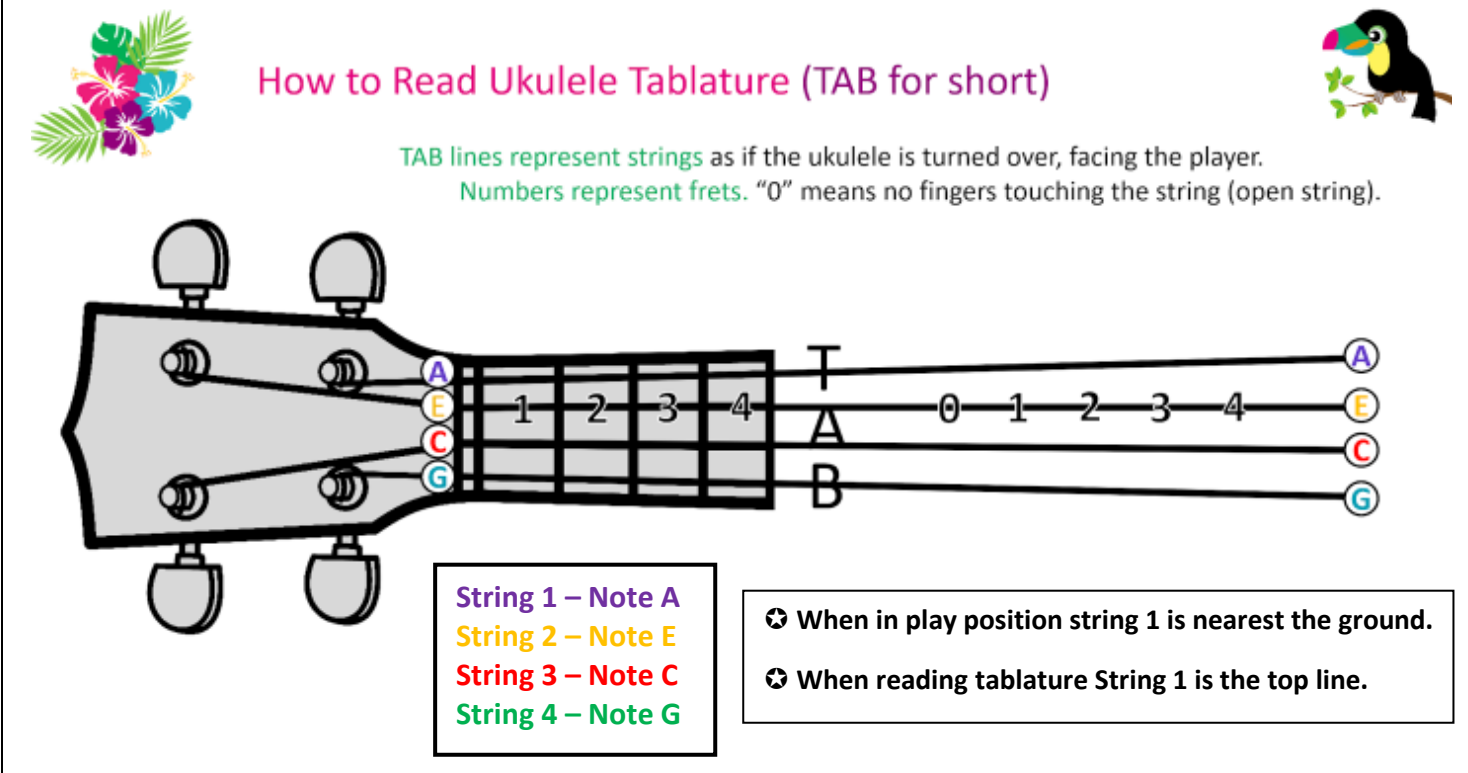
Do's	Don'ts
<ul style="list-style-type: none">• Speak loudly and clearly• Face the audience• Make eye contact with the character you're talking to• Pause for tension• Keep characteristics naturalistic• Learn your lines• Be confident!• Look out beyond the audience	<ul style="list-style-type: none">• Turn your back on the audience• Mumble• Corpse• Fidget• Forget your lines• Look at the floor• Talk over other characters• Don't rush!• Exaggerate

The Ukulele: Diagram, Tuning & Finger numbers (for hand working at fretboard).



TECHNICAL VOCABULARY	
Articulation	Strumming – brushing across the strings (Downstroke / upstroke). Picking / Plucking- the playing of individual strings.
Strumming Pattern	A repeated rhythmic pattern used to perform the chord sequence.
Dampen	A technique used to mute (silence) the strings after being played to add further articulation & effect.
Instrumentation	The instruments used in a piece of music. (In pop music these would typically include drum kit, guitar, bass, piano and vocals.
Melody and accompaniment	The typical texture used in pop songs.
Melody	The main tune (usually sung by the singer).
Chord	Two or more notes played together.
Chord sequence	A pattern of chords played one after the other.
Lyrics	The words in a song.
Bass Line	The lowest pitched part.
Riff	A repeated pattern.
Structure	The sections of a piece of music that gives a piece it’s shape and direction.
Song Structure	Typical song structure will include verse, chorus, intro, outro, bridge section / middle 8.

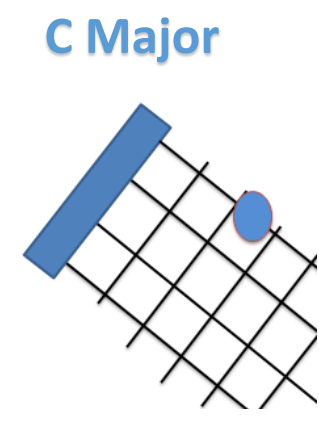
Tablature: A form of notation that string players can read from.



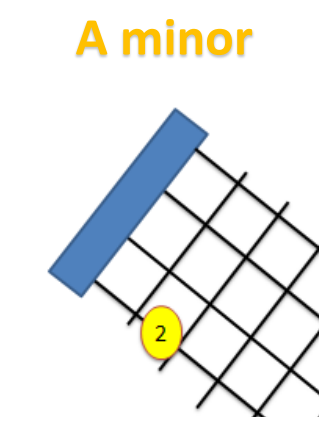
Ukulele Chords: As well as reading music from traditional staves and tablature a lot of ukulele players and guitarists read music from chord shapes and pictures.

The following 4 chords provide the basis for a lot of the popular songs that we listen to.

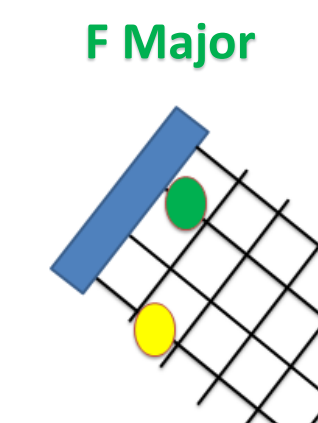
C Major



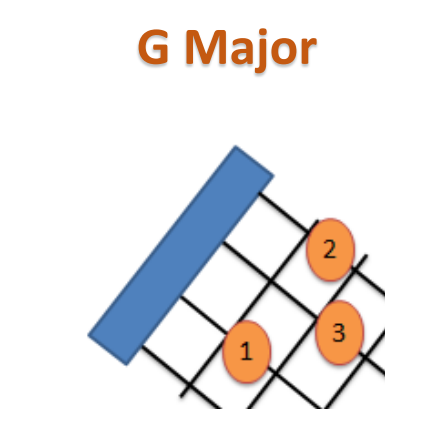
A minor



F Major



G Major



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

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

Can you name these mythical hybrids?

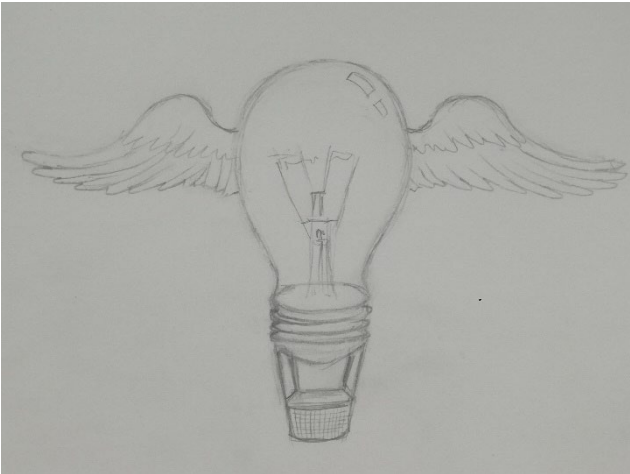


Create your own hybrid from 3 different subjects, on a piece of plain paper. You can combine anything you like from animals to objects to cartoons. Below are 2 examples. You can do this as a line drawing only or add colour if you are able to.

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



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



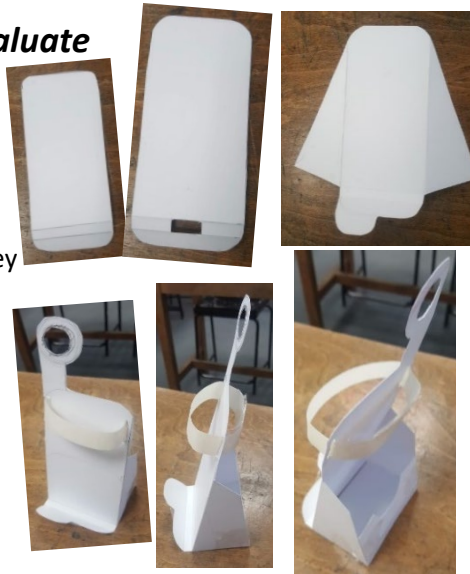
Technology Knowledge organiser

ACCESS FM	To think about?
Aesthetics	Consider you want it to look – Cartoonish/ funky/ mature/ girly/ 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	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

Eating seasonally	Not eating Seasonally
Advantages <ul style="list-style-type: none">It’s cheaper to buy as there is more of itSupports local farmersReduces the carbon footprintReduces waste and packagingLess lorries on the RoadIt’s picked when it’s ripe, fresherMore nutrients and flavour	Advantages <ul style="list-style-type: none">A larger variety of fruits and veg to eatIt benefits fussy eatersIncreased chance of getting the required nutrientsSupport poorer countriesCan make a wider range of dishesCan reproduce dishes from abroad
Disadvantages <ul style="list-style-type: none">Do not get the variety of food to eatNot supporting poorer countriesNeed to be quite imaginativeWe don’t get to try as many foodsIf the crop is poor, the price goes upA lot pressure on the farmers to produce enough food	Disadvantages <ul style="list-style-type: none">The food is more expensive as there is less availableMore packaging, more wasteThe food is more expensive as there is less availableIt’s not as fresh, it’s picked before it’s ripeThe distance it travels will leave a larger carbon footprint

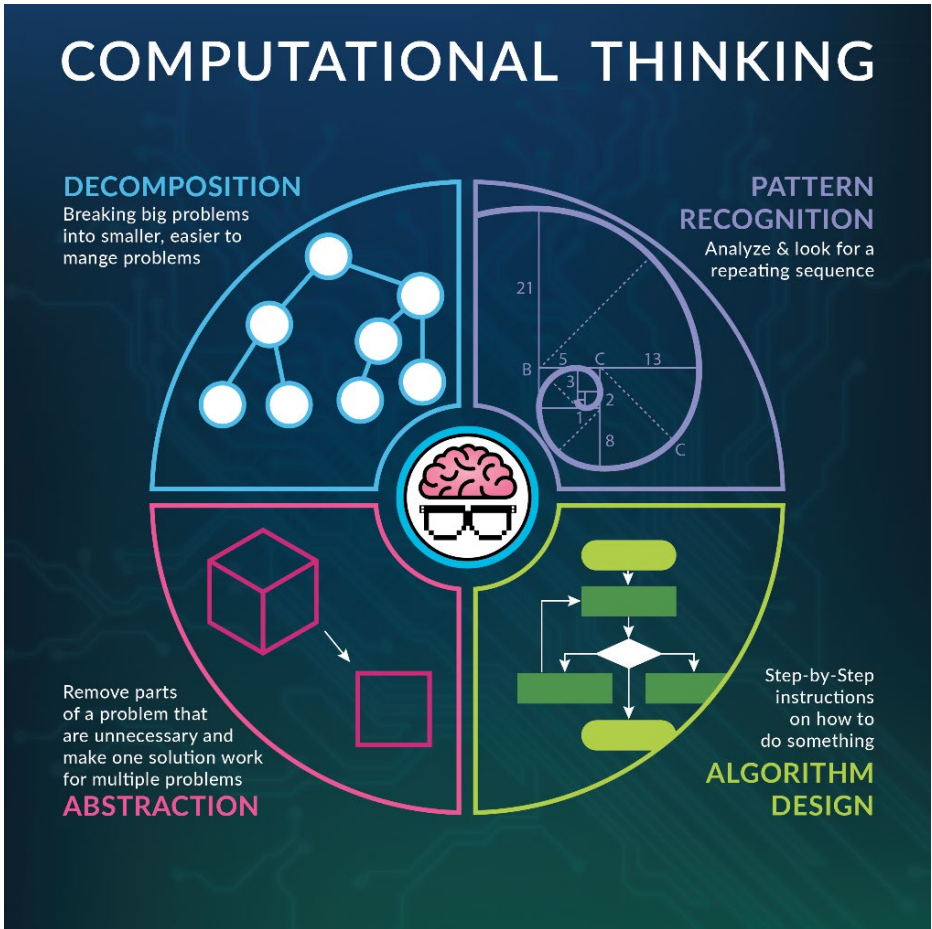
TECHNICAL VOCABULARY	
Sustainability	Causing minimum damage to the planet to lengthen the time of our resources/food
Carbon footprint	The amount of carbon dioxide used from field to fork. Energy required from picking to eating
Food miles	The distance our food has travelled to get to our plates “field to fork”
Exotic fruit	Fruit which can only in its country of origin
Staple crop	A crop such as wheat which is grown in abundance in that country UK-Wheat; Costa
Seasonal produce	Food that grows in specific seasons of the year- Strawberries-summer
Import	Products we get from abroad that we can’t grow here, such as bananas
Export	Foods that are grown here and exported abroad like apples, pears, potatoes
Shortening	Coating flour in fat by rubbing in to inhibit the gluten strands, keeping them short.

Food Technology

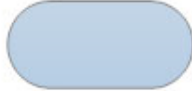


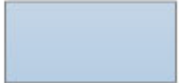

HT1

Practical Knowledge			
Knife skills <ul style="list-style-type: none">Julienne- Matchsticks- salad, stir-fryBrunoise- Chopped match sticks- soups, saucesJardinere- Batons- dipping, steamingMacedoine- Soups and saladsPaysanne- Sliced on profile, most common Purpose <ul style="list-style-type: none">Aesthetically pleasingEasy to serve equal portionsEnables everything to cook equallyGood portion controlGives a variety of texturesAllows a variety of cooking methods to be used	Knife Safety <ul style="list-style-type: none">Always use bridge and claw gripUse the right size knife for the jobEnsure they are stored in a knife blockDo not leave knives in soapy water, wash them first.Make sure handles are grease freeDo not put them in a drawer, return to the knife blockEnsure they are sharpened regularlyWalk with the point downwards	Oven safety rules <ul style="list-style-type: none">Always use oven glovesMatch the right size pan to the ringPut pan handles to the sideDo not leave cooking food unattendedAlways stir using a wooden spoonNever put a pan with oil in on the heat unattendedDo not overfill a panAlways turn the oven off when cooking is completedDo not wipe hob until it has cooled downAlways shut oven door	Grow your own fruit and vegetables <div></div> Economic Benefits: <ul style="list-style-type: none">Saves you money, don’t need to buy as muchNot spending as much money on transport Environmental: <ul style="list-style-type: none">No carbon footprint or packagingYou know where the food has come fromThere are no pesticides on themEncourages wildlife into your garden Health Benefits: <ul style="list-style-type: none">It’s healthy as it gets you outside and exercisingIt’s good for your mental health

Box 1



Box 3

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

Box 2

TECHNICAL VOCABULARY	
Algorithm	The step-by-step method or process to solve a problem.
Computational thinking	The methodical ability to solve complex problems in a logical and sequential manner.
Abstraction	The process of taking away unnecessary information to solve a problem.
Decomposition	The method of reducing or breaking down a problem into smaller problems.
Hardware	The physical elements/parts of a computer an example of hardware is a keyboard, motherboard, graphics card.
Software	The non-physical elements of a computer referred to as programs on the computer that can be used to carry out a task. An example of software is Microsoft PowerPoint.
Pattern recognition	The method of identifying repeating patterns and using that information to solve problems.
Flowchart	A Chart/Diagram that represents a process or the flow of a program.
Logic	A particular way of thinking. This is usually reasonable and based on good judgement.
Variable	Something which can be changed or adapted
Sequence	Arranged in a particular order e.g.1,2,3 or a,b,c
Programmed	Providing a computer with coded instructions

Box 4

Computational Thinking Keywords

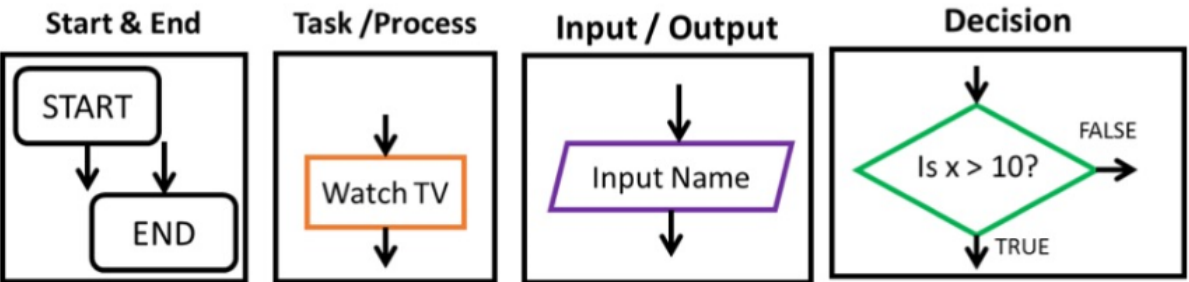
Computational Thinking: The ability to solve problems logically

Decomposition: Breaking down a problem into smaller parts

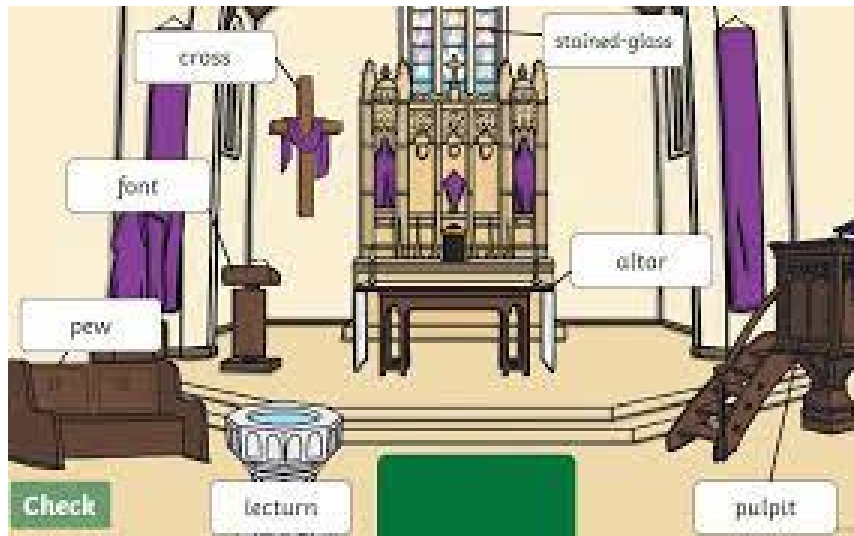
Pattern recognition: Looking for similarities and trends within the problem. Using prior experience to create solutions.

Abstraction: Filtering out the most important parts of a solution, ignoring unnecessary details.

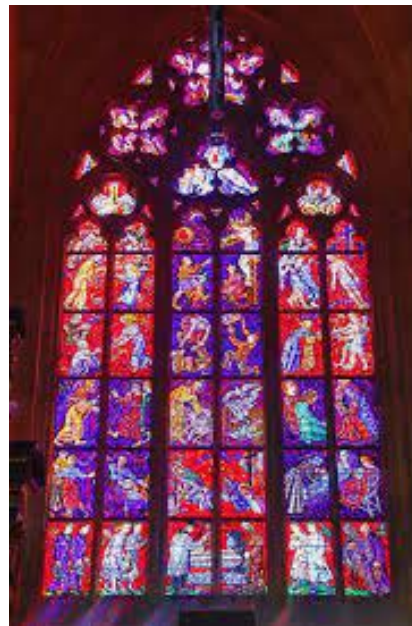
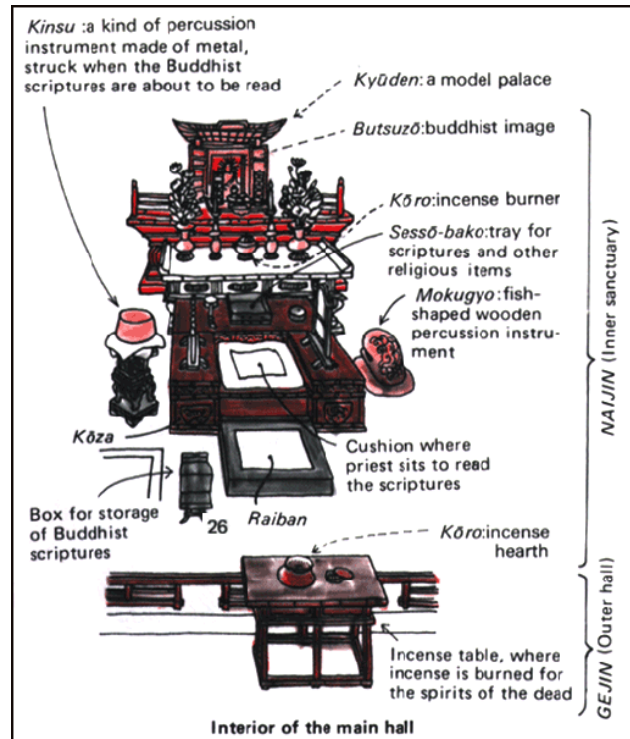
Algorithm: A step-by-step set of instructions to complete a task.



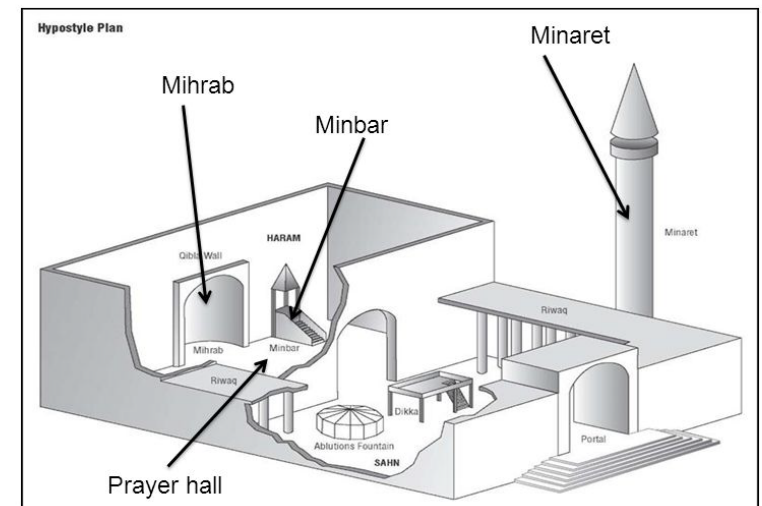
Year 7 HT5 Religious Buildings



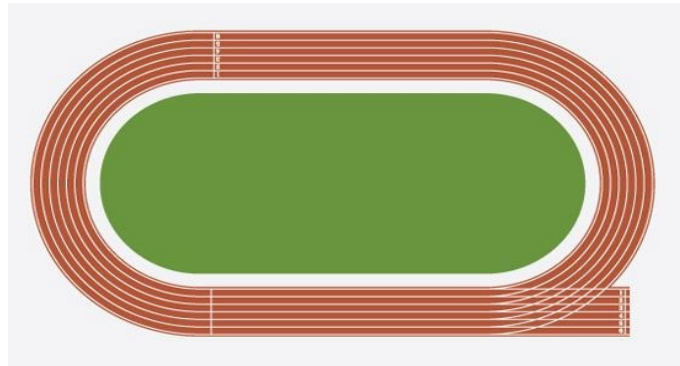
Altar	A table at the front of a church where Eucharist is performed
Stained glass window	Windows with religious images to help devotion
Font	A large container that holds water for baptism
Pews	Seats where people sit in some churches
Nave	The main area of the church building where people sit
Mihrab	A niche in the wall that shows the direction of Mecca
Minbar	The raised platform from which the imam will speak
Qibla Wall	This is the wall that shows the direction to Mecca
Washing area	Before prayer a Muslim will perform wudu, ritual washing
Statue of the Buddha	The focus of Buddhist worship – The Buddha or his teachings
Incense and holders	Symbolises prayer or purification
Fruit and flower offerings	Can symbolise impermanence
Candle	Symbolises the object of Buddhism – enlightenment.



Inside a Mosque



Half-Term 5/6: Subject – PE – Year 7 – Athletics

Key skills				Track events	Field events																									
<table><tr><th>Skill</th><th>Description</th></tr><tr><td>Sprinting</td><td>An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)</td></tr><tr><td>Distance (junior level)</td><td>Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)</td></tr><tr><td>Throwing</td><td>The ability to propel an object through the air as far as possible (shot putt, javelin, discus)</td></tr><tr><td>Jumping</td><td>The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)</td></tr></table>		Skill	Description	Sprinting	An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)	Distance (junior level)	Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)	Throwing	The ability to propel an object through the air as far as possible (shot putt, javelin, discus)	Jumping	The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)			 <p>-The track is usually 400m in circumference (300m at school) -The area consists of an oval-shaped running track which has a grass field in the middle where throwing and jumping events can take place.</p>	<table><tr><th>Event</th><th>Description</th></tr><tr><td>Shot putt</td><td>A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg</td></tr><tr><td>Javelin</td><td>A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw Females- 400g Males- 400g</td></tr><tr><td>Discus</td><td>A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg</td></tr><tr><td>Long jump</td><td>The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit</td></tr><tr><td>Triple jump</td><td>The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet</td></tr><tr><td>High jump</td><td>The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.</td></tr></table>		Event	Description	Shot putt	A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg	Javelin	A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw Females- 400g Males- 400g	Discus	A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg	Long jump	The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit	Triple jump	The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet	High jump	The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.
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<table><tr><th>Common errors</th><th>Scoring</th><th>Tactical skill</th><th>Components of fitness</th></tr><tr><td>-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton</td><td>Timed: running, relays and hurdles Measured: jumps and throws</td><td>-Decision making -Team work in relays -Order in relay and tug of war -Pacing</td><td>-Cardiovascular endurance -Muscular endurance -Strength -Flexibility -Power -Coordination -Reaction time</td></tr></table>		Common errors	Scoring	Tactical skill	Components of fitness	-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton	Timed: running, relays and hurdles Measured: jumps and throws	-Decision making -Team work in relays -Order in relay and tug of war -Pacing	-Cardiovascular endurance -Muscular endurance -Strength -Flexibility -Power -Coordination -Reaction time	<p>The following track events (which we perform at school) are:</p> <ul style="list-style-type: none">• 100m• 200m• 300m (female only)• 400m (male only)• 800m• 1500m• 4 x 100m relay• 60m hurdles																				
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Half-Term 5 & 6: Subject – PE – Year 7 – Cricket

Rules of the game	Equipment and Pitch Markings	Key Terms
<ul style="list-style-type: none"> Two teams, both with 11 players, take it in turns to bat and bowl. When one team is batting, they try and score as many runs as they can by hitting the ball around an oval field. The other team must get them out by bowling the ball overarm at the stumps. The bowling team can get the batsmen out by hitting the stumps or catching the ball. Once the batting team is all out, the teams swap over, and they then become the bowling side. Each time a team bats it is known as their innings. Whoever scores the most runs wins. Two umpires officiate the game on the field of play. 	<ul style="list-style-type: none"> Helmet, Leg pads, Gloves for batsmen only, wicket-keeper's gloves Ball A wooden bat. The bat has a long handle and one side has a smooth face. Stumps – three upright wooden poles that, together with the bails, form the wicket. Bails – two crosspieces made of wood, placed on top of the stumps. Boundary – A rope demarcating the perimeter of the field known as the boundary. <div data-bbox="855 644 1285 1054" data-label="Diagram"> <p>The diagram illustrates the layout of a cricket field. At the center is the 'Pitch', a rectangular area 15 yards (13.7 m) long. At each end of the pitch are the 'Stumps'. The area immediately surrounding the pitch is the 'Close-Infield'. Beyond this is the 'Infield', and the outermost area is the 'Outfield'. The 'Boundary' is the perimeter of the field. Various fielding positions are marked: 'Longer' at the top, 'Wider' on the left and right, 'Finest' in the center, 'Squarer' on the right, 'Deepen' at the bottom right, 'Straight' at the bottom, 'On-side (R)' and 'On-side (L)' on the left and right sides, 'Backward' and 'Forward' near the stumps, and 'Circle 30 yards (27.4 m)' around the stumps. A 'Sightscreen' is indicated at the bottom.</p> </div>	<p>Run – It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps along with non-striker. It is usually scored in ones, twos, and threes.</p> <p>No-ball – If a bowler's foot crosses the popping crease while delivering the ball then, it is called a no-ball. The ball bowled that is directed above waist of the batsman without pitching on the ground is a no-ball too.</p> <p>Wide – A ball that is bowled away from the batsman and moves wide of the return crease on the off-side at the batting end is called wide. Another definition is ball bowled that bounces over the head of the batsman after pitching is also called wide.</p> <p>Bowled – It is a way of getting out where the batsman misses the ball bowled and the stumps behind are disturbed.</p> <p>Caught – A batsman is declared out when the fielder catches the ball on full that is hit by the batsman. If it is caught by the wicketkeeper then, it is called caught behind.</p> <p>Run-out – If a fielder disturbs the stumps with ball in hand while the batsman is not in the crease after playing a shot, then the batsman is declared run-out.</p> <p>Stumped – A batsman moves out of crease to play a ball and misses; the keeper gathers the ball and hits the stumps with ball in hand. Then, the batsman is declared out as stumped.</p>
	<p>Scoring</p> <ul style="list-style-type: none"> One run is scored each time the batsmen cross and reach the set of stumps at the other end of the pitch. Four runs can be scored if the ball reaches the perimeter of the field Six runs if crosses the perimeter without bouncing. 	

Substance-Specific Information		
Caffeine	Alcohol	Nicotine and tobacco
<ul style="list-style-type: none"> ➤ A stimulant drug often found in drinks such as tea, coffee, soft drinks and energy drinks ➤ It is advised that children should only consume caffeine in moderation ➤ Caffeine is not necessary for a healthy, balanced diet ➤ Daily intake up to 3mg/kg of body weight does not raise safety concerns 	<ul style="list-style-type: none"> ❖ Found in drinks such as beer, wine and spirits ❖ Amounts of alcohol are measured in units ❖ An alcohol-free childhood is the healthiest option ❖ Risks include accidents or judgement errors; cancers; high blood pressure; harms to relationships ❖ The law states that alcohol cannot be sold to under 18s 	<ul style="list-style-type: none"> ▪ Nicotine is an addictive substance found in tobacco and other products such as e-cigarettes ▪ Tobacco is used in cigarette, pipes, cigars, chewing tobacco and shisha ▪ Risks include cancers; heart attack stroke; reduced fertility ▪ The law states that nicotine and tobacco products cannot be sold to under 18s.

Influences of decision-making	
Example of influences	Strategies for managing peer influence
<ul style="list-style-type: none"> ❖ Own perception, attitudes and beliefs ❖ Curiosity or thrill-seeking ❖ Whether actions fit with one's own values or goals ❖ The attitudes and actions of friends, role models and celebrities ❖ Family or community religious/cultural beliefs and expectations ❖ Social and cultural norms 	<ul style="list-style-type: none"> ○ Assertive refusal with or without providing a further reason ○ Using humour to deflect from the situation ○ Removing oneself from the situation ○ Using an excuse to avoid using a substance ○ Telling a 'white lie' ○ Discussing intentions with a trusted friend so they can support in pressurised situations ○ Planning with family members to help by coming to pick them up if away from home ○ Organising alcohol-free social events.

Get the Facts about Vaping	
Vaping is addictive	Vaping can harm your body
<ul style="list-style-type: none"> ○ Vapes contain nicotine, an addictive chemical that is extremely hard to quit ○ Nicotine is the same drug used in cigarettes, cigars and other tobacco products ○ Some vape pods have as much nicotine as 20 cigarettes (a pack of cigarettes) ○ Because your brain is still developing until your mid 20's you are more likely to become addicted to nicotine. 	<ul style="list-style-type: none"> ○ It's not water vapor – aerosol from vaping has cancer-causing chemicals ○ Vaping has been linked to EVALI (e-cigarette associated lung injury) ○ Vapes can also contain harmful (and possibly harmful) ingredients such as: ○ Flavouring such as diacetyl, a chemical linked to a serious lung disease. ○ Heavy metals such as nickel, tin and lead. ○ Volatile organic compounds such as benzene, which is found in car exhaust.

Subject specific vocabulary	
Substance	This generic term includes alcohol and other drugs that may be legal
Controlled Substance	Drugs for which the manufacture, possession or use is regulated by the government
Medicine	A drug or remedy that may be prescribed by a health professional or purchased over the counter
Side effects	An effect of a drug (including medicines) that is additional to its
Dependency	A state in which a person relies upon a substance to feel or function as normal, this can be physical and/or psychological
Cessation	The process of reducing and stopping the use of a substance. This may be done independently or with the support of others.

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.
Talktofrank.com 0300 1236600	FRANK – Information, help and advice about drugs
Nhs.uk/smokefree	NHS Smokefree – NHS smoking cessation support service
Wearewithyou.org.uk	We Are With You – Help and advice to reduce or stop the use of alcohol and other drugs
Turningpoint.co.uk	Turning Point – Support service for a range of issues including substances and mental health
Nacoa.org.uk 08003583456	Nacoa – Information and support for anyone affected by a parent's drinking
Childline.org.uk 0800 1111	Childline – Confidential support service Calls do not appear on phone bill