Student Name:

MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: June 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

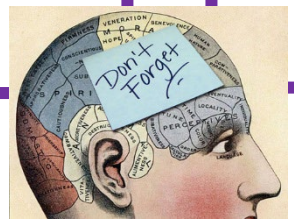
8. Write a set of test questions for yourself using the organiser.
    - Answer these without the organiser the next day.
    - Swap your questions with a friend to increase challenge.
    - Turn your questions in to a game by putting them on cards and playing with friends.

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

English	**Maths**	**Science**	**RE**
Refugee	Data	Lava	Sign
Asylum	Interpret	Sedimentary	Symbol
Persecution	Qualitative	Igneous	Icon
Immigration	Quantitative	Metamorphic	Hymn
Marginalised	Discrete	Erosion	Worship
	Continuous	Amplitude	Devotion
	Frequency	Wavelength	Mandala
	Key	Frequency	Artifact
		Longitudinal wave	
		Transverse wave	
History	**Geography**	**Spanish**	**IT**
Industrial Revolution	Erosion	Noun	Constant variable
Population	Attrition	Adjective	Algorithm
Invention	Solution	Verb	Programmed
Economy	Abrasion	Connective	Command
Agriculture	Hydraulic Action	Opinion verb	Debug
Poverty	Precipitation	Infinitive	Co-ordinates
Sanitation	Interception	Frequency expression	Repetition/loop
Industry	Surface Runoff	Conjugate	Selection
Mass Production	Infiltration	Adjectival agreement	Flowchart
	Transpiration	Wow phrase	Logic
		Exclamation	Variable
PE	**Drama**	**Dance**	**Art**
Outwit	Characterisation	Stimulus	Response
Opponents	Space and Levels	Freeze frame	Experiment
Attacking	Still Image	Space	Analyse
Defending	Status	Dynamics	Distortion
Control	Thought Tracking	Relationships	Diptych/Triptych
Tactics	Slow Motion	Movement memory	Review
Fluency	Blocking	5 key dance actions	Portrait
Positions	Abstract	Choreograph	Composition
Aesthetic		Duet	Develop
Warm-up		Performance skills	Media
Cool-down		Choreographic device	
Technology	**Food**	**Music**	**PSHE**
Aesthetics	Sustainability	Articulation	Puberty
Cost	Carbon footprint	Strumming Pattern	Menstruation
Client	Food miles	Dampen	Hormones
Environment	Exotic fruit	Instrumentation	Hygiene
Safety	Staple crop	Melody and accompaniment	Body Odour
Size	Seasonal produce	Melody	Halitosis
Function	Import	Chord	Oral Hygiene
Materials	Export	Chord sequence	
Manufacturer	Shortening	Lyrics	
		Bass Line	

Year 7 further reading lists Half Term 6 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.

<table>
<tr>
<td rowspan="2">History

Ganeri, Anita, 2014 Life during the industrial revolution Raintree

Gifford, Clive, 2009, The Industrial Revolution Wayland

Gifford, Clive, 2013, The who's who of-- the Industrial Revolution Wayland

Hubbard, Ben, 2015 Stories of women during the Industrial Revolution : changing roles, changing lives Raintree</td>
<td>PE

Amstutz, Lisa J, 2016 The Science behind Athletics Raintree

Gifford, Clive 2016 Athletics Franklin Watts

National Rounders Association, 2006 Rounders A C & Black</td>
<td>Science

Claybourne, Anna, 2019 All about sound Raintree

Gray, Leon, 2020 All about light Raintree

Orme, David, 2010 Inside Earth QED</td>
</tr>
<tr>
<td>PSHE

Claybourne, Anna, 2016 Puberty and Growing up Franklin Watts</td>
<td>Technology

Somervill, Barbara, 2009 Electrical Circuits and Currents Raintree</td>
</tr>
<tr>
<td>Spanish

Brooks, Susie, 2014 Unpacked: Spain Hachette Children's Group

Ganeri, Anita, 2017 Journey Though Spain Hachette Children's Group

Hustad, Douglas, 2021 Your Passport to Spain Capstone Global Library Ltd</td>
<td>Computing

Wainewright, Max, 2017 I'm an advanced scratch coder Wayland

Scott, Mac, 2016 A beginner's guide to Coding Bloomsbury</td>
<td>Music

Fleming, Tom, 2017 Ukulele for beginners Amber Books

Drama

Dahl, Roald, 2016 Charlie and the Chocolate Factory Puffin</td>
</tr>
<tr>
<td>Maths

Colson, Rob, 2018 What are the chances? : probability, statistics, ratios and proportions Franklin Watts</td>
<td>Art

Brighton, Andrew, 2001, Francis Bacon Tate</td>
<td>Geography

Amson-Bradshaw, Georgia, 2017 The Water Cycle Franklin Watts

Brundle, Joanna, 2018, Erosions and sinkholes BookLife</td>
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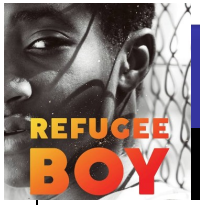


English Year 7 HT6 — 'Refugee Boy', by Benjamin Zephaniah

1. Context and Themes:

Benjamin Zephaniah: Born in April 1958, died in December 2023. His parents were Afro-Caribbean **immigrants.** Zephaniah was dyslexic. He was influenced by Martin Luther King, Malcolm X, Michael X, Angela Davis and Marcus Garvey, who were involved in the politics of racial **equality.** He visited refugee camps worldwide and was horrified by the stories.

Themes:	The importance of home and belonging	The importance of family and friendship
Conflict	Growing up and identity	The law and the social care system.

The Refugee Council is a charity which helps Alem and his father in the novel. This is a real charity: information about them can be found here: https://www.refugeecouncil.org.uk/They aim to support refugees in the UK including **unaccompanied** children.

Alem and his father arrive in the UK after being caught up in the war between **Ethiopia** and **Eritrea.**

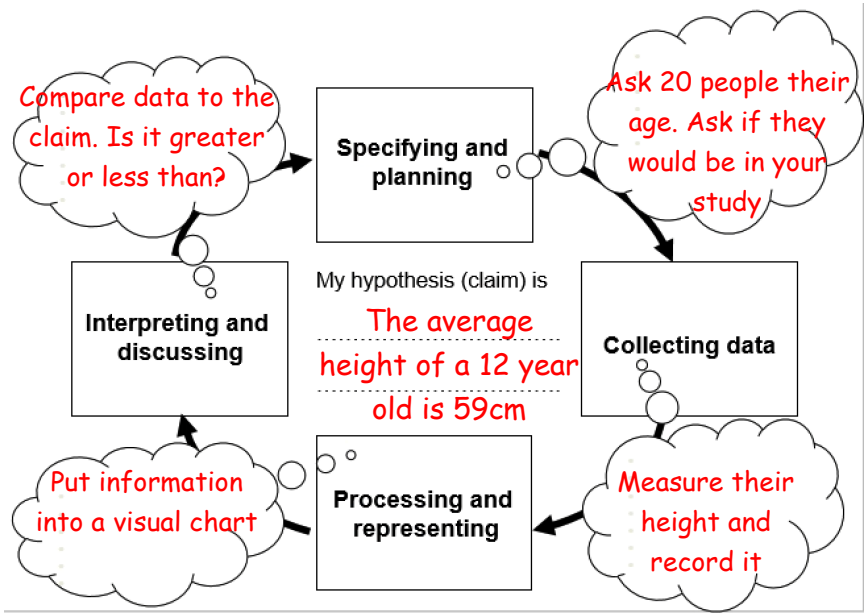
2. Key Vocabulary:

Term:	Definition:
Refugee	**Someone who is unable or unwilling to return to their country of origin** owing to a well-founded fear of being **persecuted** for reasons of race, religion, nationality, membership of a particular social group, or political opinion.
Asylum	The **protection granted** by a state to **someone who has left their home country as a refugee.** Those who have entered a country and asked for protection by **applying for refugee** status are '**asylum seekers'**.
Persecution	Hostility and ill-treatment of someone based on their race, religion, nationality, political opinion or other thing that makes them a target.
Immigration	The action of coming to live permanently in a foreign country.
Marginalised	When a person or group is treated as significant, an outsider, like they don't fit in to or belong within a community.

2. Speech Writing:

Opening	• **A powerful image:** 'Imagine a huge clock - the slow, steady tick filling this room. Counting away the seconds and minutes we have left to act.' • **A shocking or surprising fact:** 'Recently, I found out that up to one million species of plants and animals are threatened with extinction at this very moment.' • **A rhetorical question:** 'Who DOESN'T want to be a millionaire?'
Main body	• **Tricolon** (also known as Rule of Three or Triples): Three words or phrases in a row within a sentence to emphasise a positive or negative point. • **Hyperbole**: Exaggerated statements or claims for emphasis. • **Emotive language**: Words and phrases deliberately and intentionally used to make your audience feel certain emotions (eg sadness, worry, urgency etc). • **Expert quote**: A quotation taken from an expert in the topic about which you are speaking and which supports the point you are making, giving it more authority. • **Imperative**: A command or direct instruction. • **Rhetorical question**: A question asked for effect without the expectation of an answer. • **Repetition**: A key word or phrase said more than once in order to reinforce a point.
Powerful conclusion	• A phrase which indicates you're coming to the end. • A powerful image or question to leave the audience thinking.

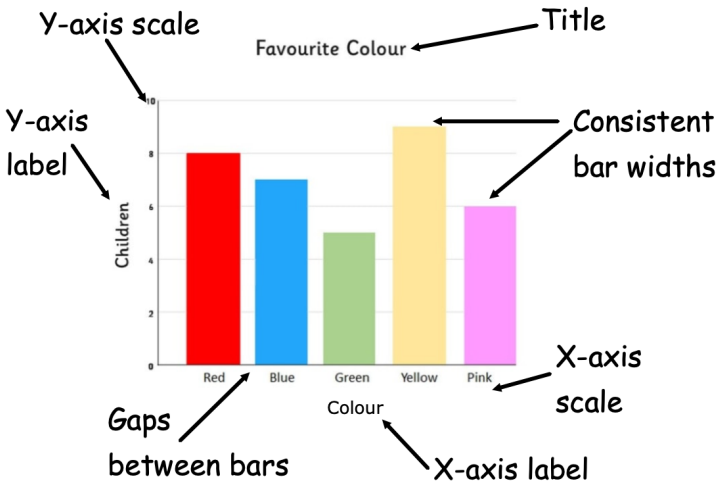
Data Handling Cycle – Carrying out a statistical investigation

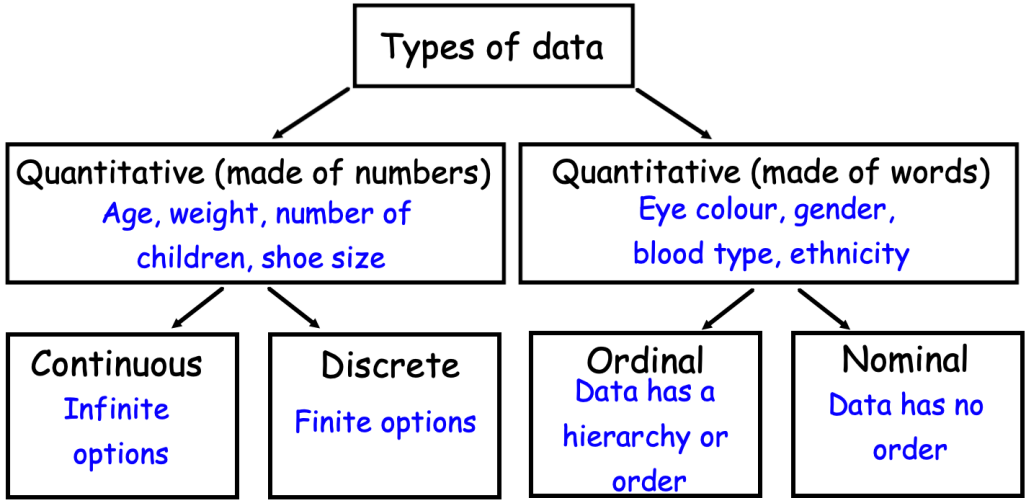


Subject Terminology

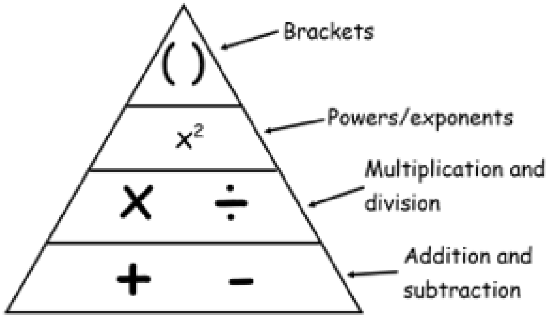
Data	A collection of facts, such as numbers, words, measurements, or observations
Interpret	Gives meaning to the mathematical information
Qualitative	Data that is written in words, not numbers
Quantitative	Data that is written in numbers, not words. The value of data which can be evaluated using mathematical techniques
Discrete	Data that can only take certain values. E.g. number of people
Continuous	Data that can take any value. E.g. weight 50.45kg
Frequency	The number of times an event/value occurs
Key	Identify the number of categories present in a graph

Key features of a Bar Chart





Order of Operations



Inverse Operations

+ ⟷ −

× ⟷ ÷

$\square^2$ ⟷ $\sqrt{\square}$

$\square^3$ ⟷ $\sqrt[3]{\square}$

Square Numbers

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

Cube Numbers

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

Written methods

Multiplication (Grid method)

26 x 5

✖	20	6
5	100	30

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

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

Division (Bus stop)

186 ÷ 6

```
      0  3  1
  6 | 1 ¹8  6
```

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

Multiplying Integers

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

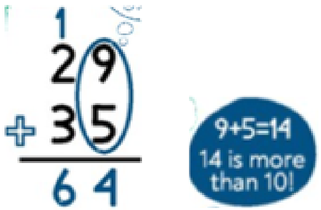
+ x + = +   - x - = +

+ x - = -   - x + = -

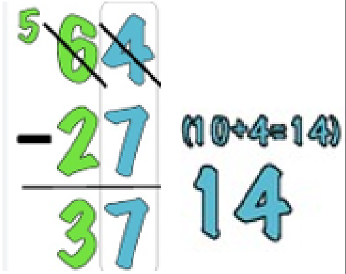
Adding Negative Numbers

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

Column Addition



Column Subtraction



Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24|356 To the nearest integer (whole number)

24

24.3|56 To 3 significant figures (starting at first non-zero digit)

24.4

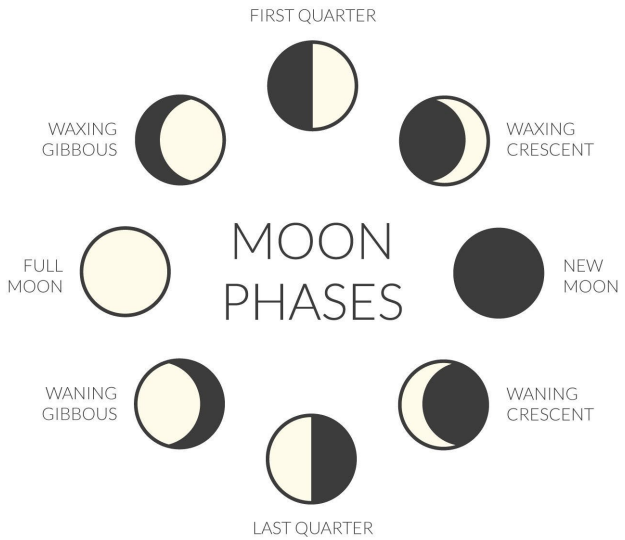
24.35|6 To 2 decimal places (digits after the decimal point)

24.36

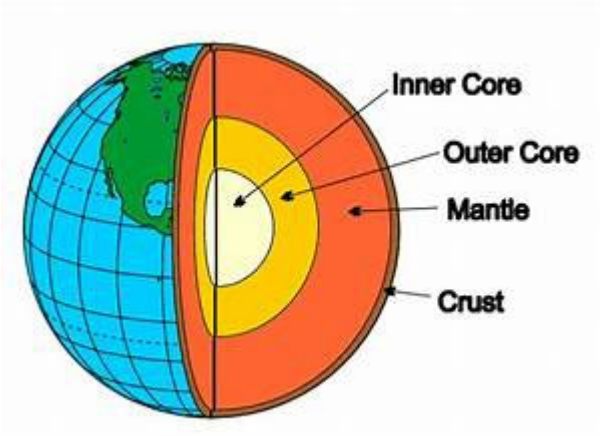
Draw in your line then check the number to the right

Year 7 Subject: Science - Earth Topic: Earth's structure and the universe

Phases of the moon

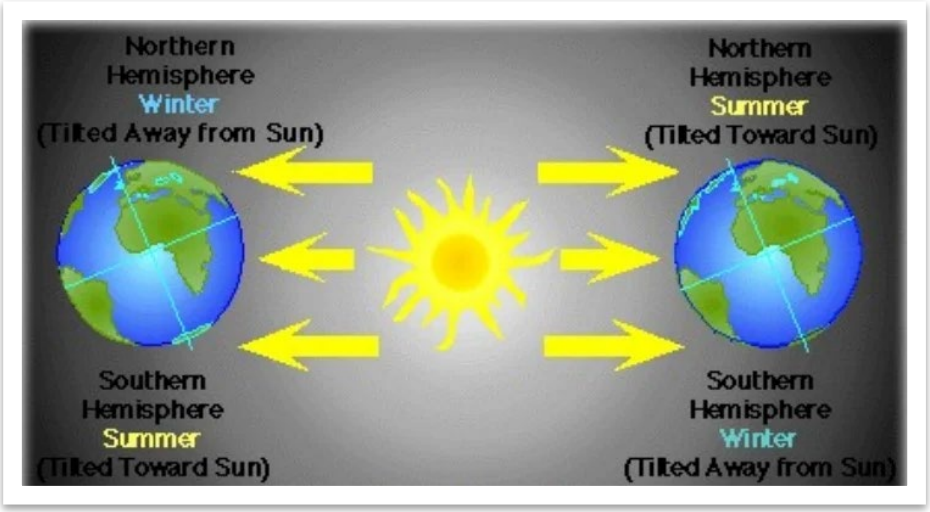


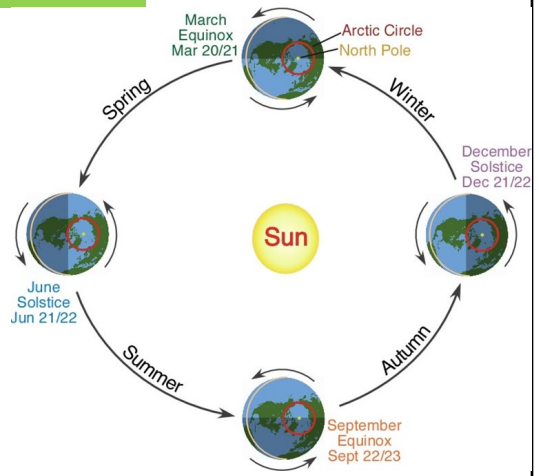
The structure of the earth



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

What causes Earth's season

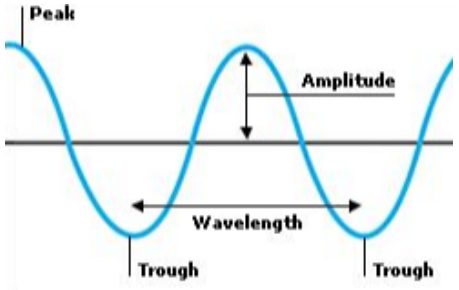




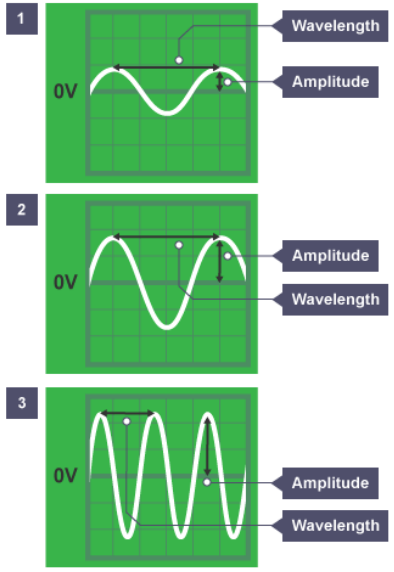
Year 7 Subject: Science - Physics Topic: Waves

Features of a wave

Waves transfer energy or information. They can be measured in terms of their wavelength, frequency, amplitude and speed.



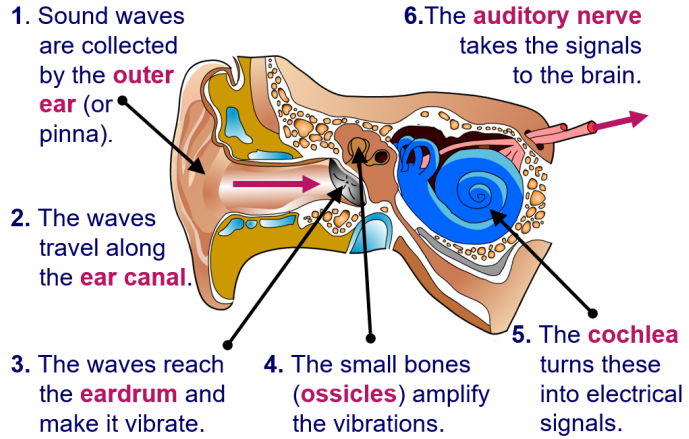
Waves on an Oscilloscope



Sound Waves

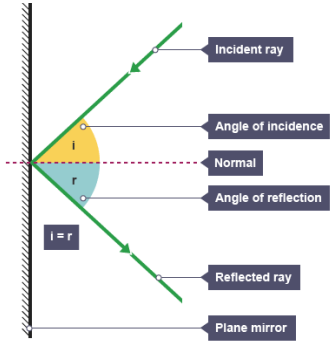
Sound travels as a longitudinal wave transferred by vibrating particles. This means that sound must travel through a medium and cannot pass through a vacuum. Sound in air travels at around 330 m/s.

How does the ear work?

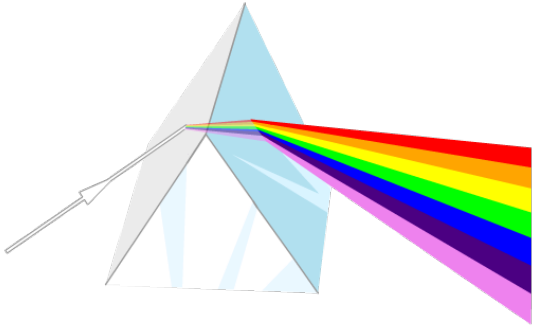


Light Waves

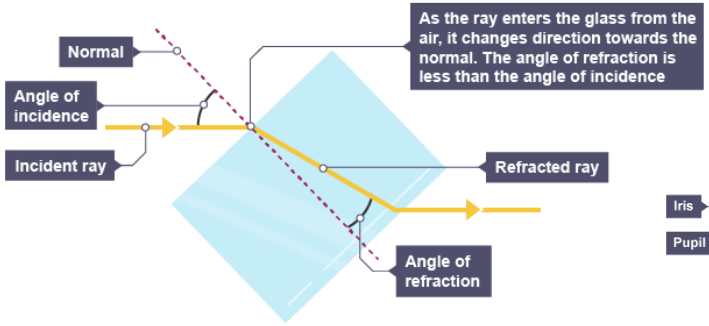
Light is a transverse wave. It is an electromagnetic wave and so it does not use vibrating particles and can travel through a vacuum. Light in a vacuum travels at 300 000 000 m/s.



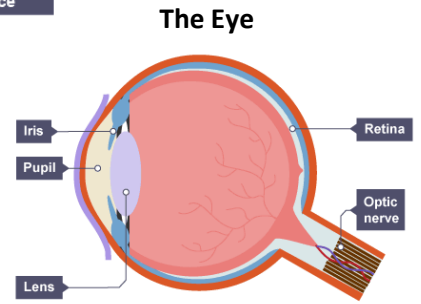
Reflection



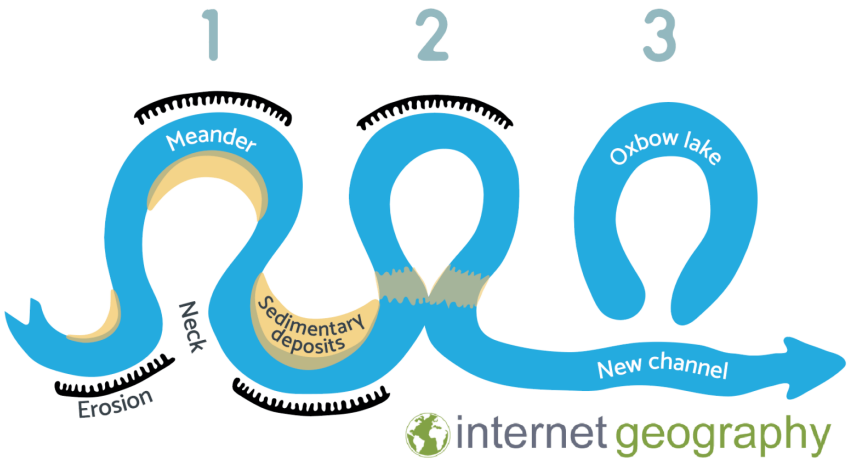
Dispersion



Refraction

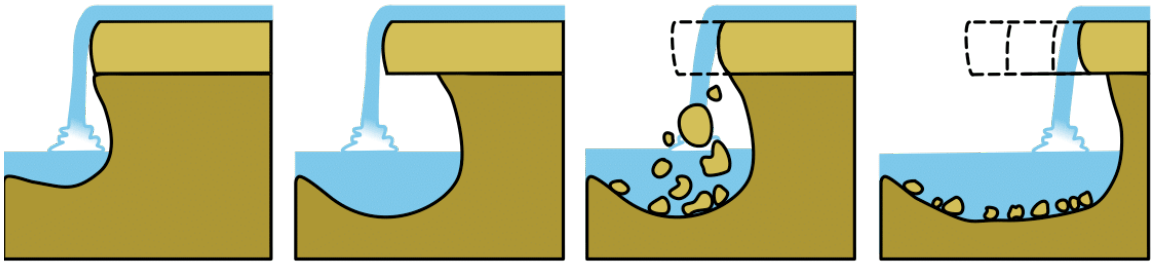


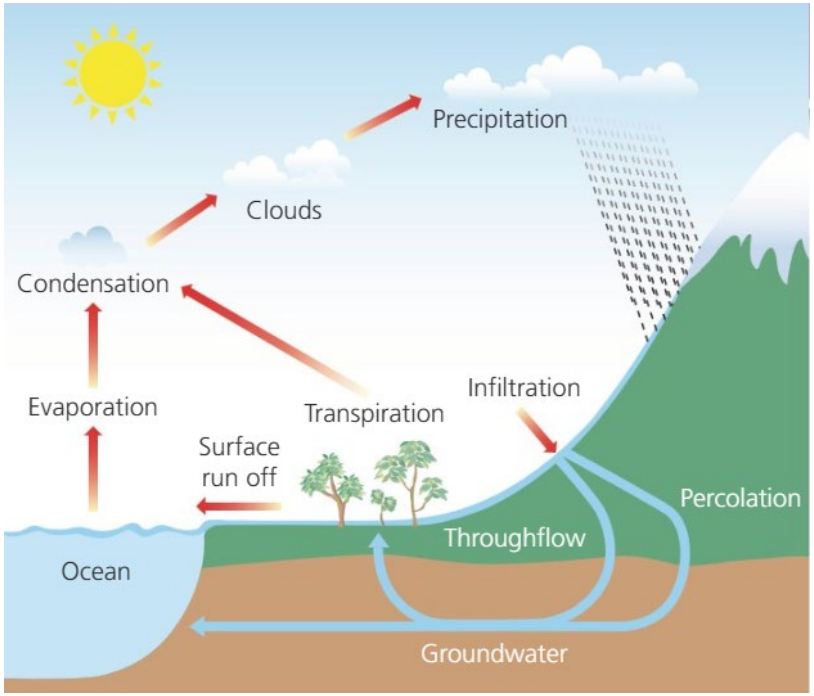
Subject Terminology	Definition
Amplitude	The maximum displacement of a wave. The distance from the centre of a wave's oscillation to a peak or a trough. For sound waves, a higher amplitude means a louder sound.
Wavelength	The distance between a point on a wave and the same point on the next wave.
Frequency	The number of waves passing a point every second. Measured in Hertz (Hz). For sound waves a higher frequency means a higher pitched sound.
Longitudinal wave	A wave where the oscillations are parallel to the direction the wave is travelling. Sound is a longitudinal wave.
Transverse wave	A wave where the oscillations are perpendicular to the direction the wave is travelling. Light is a transverse wave.
Reflection	When a wave bounces of a surface. (e.g. light hitting a mirror)
Refraction	When a wave changes speed and direction as it moves from one medium to another. (e.g. light moving from air to glass)
Pitch	How high or low a tone sounds – a higher frequency sound wave produces a tone with a higher pitch.
Dispersion	The splitting of light into light waves of different frequencies e.g. using a prism to split white light into the colours of the rainbow.
Opaque	A material that does not allow light to pass through it.
Transparent	A material that allows all light to pass through it.
Translucent	A material that allows some light to pass through it.



OXBOW LAKE FORMATION

The formation of a waterfall

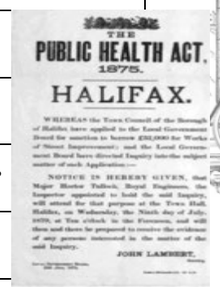




Types of Erosion	
The break down and transport of rocks – smooth, round and sorted.	
Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Water Cycle Key Terms	
Precipitation	Moisture falling from clouds as rain, snow or hail.
Interception	Vegetation prevent water reaching the ground.
Surface Runoff	Water flowing over surface of the land into rivers
Infiltration	Water absorbed into the soil from the ground.
Transpiration	Water lost through leaves of plants.

Key Dates	
1712	The first practical steam engine is invented by Thomas Newcomen
1776	The first workable steam engine was built.
1811	The Luddites attack factories in Great Britain smashing machines in a protest against industry.
1824	Trade Unions are legalized in Great Britain.
1830	Opening of Liverpool to Manchester Railway
1833	Parliament passes the Factory Act.
1834	Parliament passes Poor Law Amendment Act.
1875	Parliament passed the Public Health Act.



The Publish Health Act of 1875

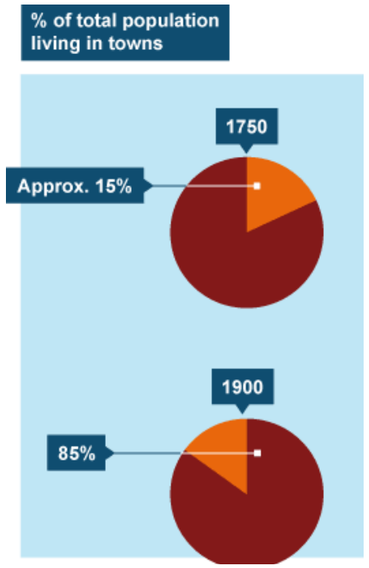
TECHNICAL VOCABULARY	
Industrial Revolution	A time of great change in Britain between 1750 to 1900
Population	The number of people living in a particular place
Invention	Something new which is created, can be an object or an idea
Economy	The system of how money is used within a particular country
Agriculture	The process of producing food, and fibres by farming of certain plants or raising animals
Poverty	The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter
Sanitation	Sanitation is the system that disposes of human waste.
Industry	The process of making products by using machines and factories
Mass production	The production of many products in one go e.g textiles.

Factory working conditions

Long working hours: normal shifts were usually 12 – 14 hours a day, with extra time required during busy periods.
Low wages: Typical wage for a male worker was 15 shillings (75p) a week, but women and children were paid much less.
Cruel discipline: Frequent "strapping" (hitting with leather straps). Other punishments included nailing children's ears to the table and dowsing them in water butts to keep them awake.
Health: The air was full of dust, which led to chest and lung disease and loud noise made by machines damaged workers hearing.
Accidents: Forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

Living Conditions

Overcrowding: Due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.
Disease: Typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.
Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.
Poor quality housing: Houses were built very close together so there was little light or fresh air inside them. They did not have running water and it was hard to keep clean



From 1750 Britain went through a process of changes in a number of key areas:

Agriculture	New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.
Industry	Factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.
Transport and Communications	Thomas Telford built roads and canals in the 1700's and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800's. There had previously been no very fast way of transporting goods and people around the country.
Technology	There were many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.

Robert Peel	Isambard Kingdom Brunel	John Snow	Edward Jenner	Edwin Chadwick	Seebohm Rowntree	Richard Arkwright
Created and supported the Factories Act of 1844 which restricted the number of hours that children could work in factories as well as seting safety standards for machinery.	One of the most influential engineers of the Industrial Revolution. Brunel built railways and ships and opend up Britain to a new network of industry	Snow was an English physician who discovered that the water in his local area was making everyone ill. His work led to the discovery of cholera and improved fresh water for thousands.	Jenner discovered vaccination in 1796, he discovered that if you placed a small amount of disease in a human they were then able to fight it off in the future. This discovery saved millions of lives.	Wrote a book called "The Sanitary Conditions of the Labouring Population" in 1842. This highlighted that living conditions in towns were worse for people's health than conditions in the countryside.	Rowntree was a English sociological researcher. He researched people livingi n poverty and argued that the government needed to do more to help them.	Industrialist and inventor who is said to have built the worlds first modern factory.

Industrial Revolution

Historical Substantive Concepts

Monarchy

The foundations of the Industrial Revolution were laid during George II (1727 – 1760) regin, with new levels of production in industries such as coal and shipbuilding and also in agriculture.

However, Queen Victoria is associated with Britain's great age of industrial expansion, economic progress and especially, empire. At her death, it was said, Britain had a worldwide empire on which the sun never set.

Religion

The Catholic population increased during the Industrial Revolution due to the immigrants that came from Ireland that came to work in the coal mines and factories.
However, during the Industrial Revolution the attendance at church dropped. An 1851 survey showed that only about 40% of the population were at church on any given Sunday.
-

Invasion

Political Reform

Reform efforts during this time gave birth to a number of important changes in Great Britain.
These included mandatory public education, child labor laws and eight-hour workdays. The relentless struggle succeeded with the passing of the historic First Reform Act in 1832.

Ideology

The most important of the changes that brought about the Industrial Revolution were:

1. The invention of machines to do the work of hand tools.
2. The use of steam and later of other kinds of power
3. The adoption of the factory system.

Conflict

The upper class and working class led drastically different lives and exploitation of the workers led to intense class conflict.

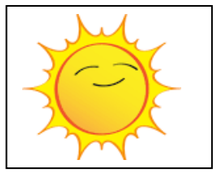
Revolution

The Industrial Revolution shifted from an agrarian economy to a manufacturing economy where products were no longer made by hand but by machines. This led to increased production and efficiency, lower prices, more goods, improved wages and migration from rural areas to urban areas.

Tax & Economy

The Industrial Revolution had both positive and negative societal effects.
The advantages include lower-cost clothing, more job opportunities and improved transportation.
The negatives would include women and children being exploited, working long hours and environmental damage.

Half-Term 5 Subject Spanish Y7 Holidays Threshold Concept Link(s): Expressing opinions, comparing and contrasting



¿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		en mi opinión		relajarme – relax
Me fascina (n) = It fascinates me	viajar – to travel	porque			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			puedo =	hablar el idioma – speak the language
Me disfruto de = I enjoy	volar – to fly	puesto que	a mi modo de ver	I can	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 =			mandar postales – send postcards
Estoy a favor de – I am in favour of	bailar – to dance	although	desde mi punto de vista		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		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	mi madre mi familia	prefiere = prefers	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		mi padre mi prima mi abuela		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		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	mi abuelo y yo mi hermano y yo	preferimos = prefer	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		mi padre y yo mi bisabuelo y yo		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		comer = to eat	comida típica = typical food las tapas = tapas
Casi nunca = almost never	bebo = I drink	la limonada = lemonade el agua mineral = water		mis hermanos mis amigos	prefieren = prefer	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	mis tíos mis primos		leer = to read	una revista = a magazine un periódico = a newspaper

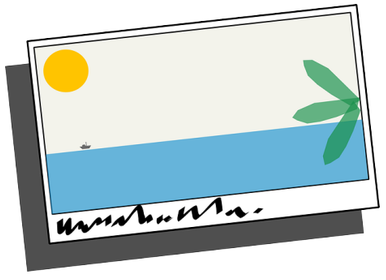
Week 3 and 4

Infinitive	Nouns	Verb	Comparative	Adjective	Comparative	Infinitive	Nouns
ir = going	a Italia = to Italy a las Islas Canarias = to the Canary Islands			divertido = fun (des)agradable = (un)pleasant		ir = going	a España= to Spain a Francia = to France
viajar = travelling	en barco = by boat en tren = by train		más	rápido = fast lento = slow	que	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		= more	caro = expensive barato = cheap	= than	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			cómodo = comfortable incómodo = uncomfortable		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		menos	guay = cool estupendo = great asombroso = fantastic	que	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	es = is	= less	relajante = relaxing esplendido = great	= than	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			animado = lively gracioso = funny pintoreseco = picturesque		visitar = visiting	los monumentos = the monuments el castillo = the castle el acuario = the aquarium
comer = eating	comida típica = typical food las tapas = tapas		tan	delicioso = delicious sabroso = tasty	como	comer = eating	la paella = paella las gambas = prawns
beber = drinking	el vino tinto = red wine la cerveza = beer		= as	difícil = difficult fácil = easy	= as	beber = drinking	la limonada = lemonade el agua mineral = water
leer = reading	una revista = a magazine un periódico = a newspaper			aburrido = boring entretenido = entertaining		leer = reading	una novela = a novel un libro = a book









Half-Term 6 Subject Spanish Y7 Spanish communities Threshold Concept Link(s): Expressing opinions

¿Adónde te gusta ir en España? ¿Qué es lo bueno de ir a Madrid?

Week 1

Opinion	Infinitive	Noun	Preposition	Infinitive
Me fastidia = It annoys me Me fascina = It fascinates me Me divierto = I have fun Me decepciona = It disappoints me Me disfruto de = I enjoy Vale la pena = It's worthwhile Estoy harto de = I'm fed up of Estoy a favor de = I'm in favour of Estoy en contra de = I'm against	ir a = going to	Asturias Galicia Andalucía La Rioja El Pais Vasco = the Basque Country Valencia Cataluña Madrid Extremadura Castilla y León	para = to	ver la Mezquita = to see the great mosque of Cordoba ver la Alhambra = to see the Alhambra ver la Giralda = to see the bell tower of Sevilla cathedral ver el Guggenheim = to see the Guggenheim museum ver la Sagrada Familia = to see the Sagrada Familia ver el Camp Nou = to see Nou Camp stadium andar El Camino de Santiago = to walk the Santiago way comer la morcilla = to eat black pudding beber la sidra = to drink cider comer mariscos = to eat seafood

Week 2

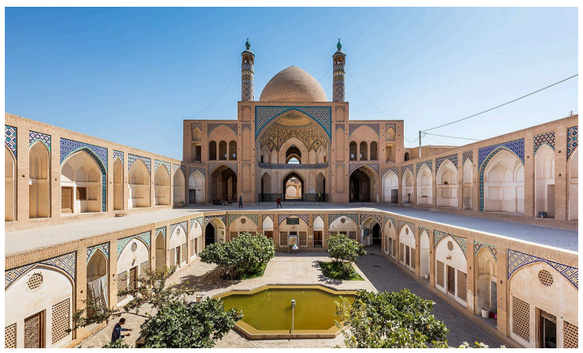
Connective = because	In my opinion	Opinion	Infinitive and noun	Verb	Adjective
porque ya que puesto que dado que	a mi juicio a mi modo de ver para mí desde mi punto de vista a mi parecer	se puede = you can me encanta = I love me mola = I love me chifla = I love me gusta = I like	ver los estadios famosos de fútbol = to see famous football stadiums comer los platos diferentes de la región = to eat different, regional dishes visitar los museos conocidos = to visit well known museums andar en los parques bonitos = to walk in pretty parks hablar el idioma = to speak the language ver las catedrales hermosas = to see beautiful cathedrals sacar fotos de las playas doradas = to take photos of the golden beaches admirar el paisaje magnífico = to admire the marvellous scenery	Lo paso = I have a … time	bomba = great fenomenal = great increíble = incredible mal = bad estupendo = great espléndido = splendid divertido = fun

Week 3

Adjectival phrase	Verb and conjunction	Verb	Infinitive and noun
Lo bueno = The good thing Lo malo = The bad thing Lo interesante = The interesting thing Lo mejor = The best thing Lo peor = The worst thing Lo único = The only thing	es que = is that	se puede = you can no se puede = you can't se debe = you must no se debe = you mustn't	ver los estadios famosos de fútbol = see famous football stadiums comer los platos diferentes de la región = eat different, regional dishes visitar los museos conocidos = visit well known museums andar en los parques bonitos = walk in pretty parks hablar el idioma = speak the language ver las catedrales hermosas = see beautiful cathedrals sacar fotos de las playas doradas =take photos of the golden beaches admirar el paisaje magnífico = admire the marvellous scenery

Week 4

Connective	Family members	Verb	Infinitive and noun	Connective and verb	Connective and verb
Sin embargo = However No obstante = However También = Also Además = Furthermore En adición = In addition Por otro parte = On the other hand Por otro lado = On the other hand	(yo) = I mi madre mi padre mi hermano mi hermana mis padres y yo mis abuelos y yo mis amigos y yo mis padres mis hermanos mis abuelos mis amigos	quiero = want quiere = wants queremos = want quieren = want	ver la Mezquita = to see the great mosque of Cordoba ver la Alhambra = to see the Alhambra ver la Giralda = to see the bell tower of Sevilla cathedral ver el Guggenheim = to see the Guggenheim museum ver la Sagrada Familia = to see the Sagrada Familia ver el Camp Nou = to see Nou Camp stadium andar El Camino de Santiago = to walk the Santiago way comer la morcilla = to eat black pudding beber la sidra = to drink cider comer mariscos = to eat seafood	pero no puedo = but I can't pero no puede = but he /she can't pero no podemos = but we can't pero no pueden = but they can't	cuando llueve = when it rains cuando hace frío = when it is cold cuando nieva = when it snows cuando hay relámpago = when there is lightning cuando hay niebla = when it is foggy cuando hace viento = when it is windy cuando hace sol = when it is sunny cuando hace calor = when it is hot



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?

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

The starting point is always a 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.

Tie moves with emotions

Telling a 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

Year 7 Drama- Charlie and Chocolate Factory Half Term 6

Roald Dahl Key Facts

He invented 500 new words and character names

The Minpins was Dahl's last children's story

He wrote most of his books in his garden shed

His first children's book was "The Gremlins"

He fought in world war two and was a spy

His books were inspired by people and things around him

Charlie and the Chocolate Factory

The emotional journey of Charlie and the Chocolate Factory lends itself nicely to developing emotional understanding of a character and portraying them effectively to an audience. Mime and movement will be essential in exploring performing a character as we will take away your most powerful tool: Your voice! How will you use your facial expressions and movement to communicate as much information as possible about your character and how they are feeling? We will then reintroduce your voice and look at the power of soundscape to create and atmosphere. One voice on stage doesn't have as much of an impact as lots of voices making lots of different sounds. Can you use your voices to create the atmosphere of a busy working factory?

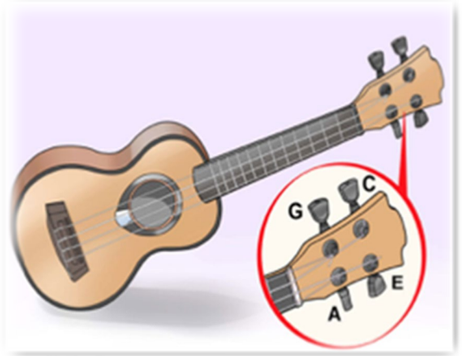
When young Charlie wins a golden ticket to the mysterious Wonka Chocolate Factory, it's the chance of a lifetime to feast on the sweets and chocolates that have always been right under his nose but unaffordable for the Bucket family. Could it also be his family's route out of poverty? Along with the other winners--Veruca Salt, Violet Beauregarde, Mike Teavee, and Augustus Gloop--Charlie is swept inside of the mysterious factory with his Grandpa Joe. Inside, the winners encounter a magical world full of amazement, innovation, sugary treats, and, of course, Oompa-Loompas. But as the winners begin to let their greed and selfish nature's get the better of them, it seems that everything is not as sweet as it seems. Finally, Charlie is the last child standing--the only child not to have succumbed to the sweet temptations of Willy Wonka's magical world. His humble, loyal nature has not gone unnoticed by Mr. Wonka, and Charlie's reward is more than he could ever have dreamed.

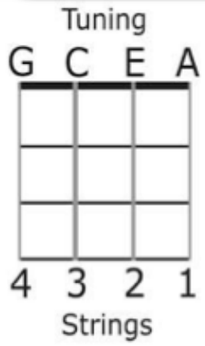
Subject Terminology

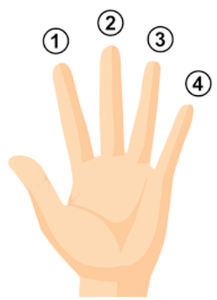
Characterisation	The creation or construction of a fictional character.
Space and levels	Different levels of space are utilised by the performer, such as sitting, bending over, lying down or crawling. Of course, using the space around you can mean downstage and upstage or walking in or on a stage set.
Still Image	Freezing the action at a particular moment fixes it in the minds of the audience and ensures its significance is not lost.
Status	**Status** is the level of power or influence a character has.
Thought Tracking	A thought-track is when a character steps out of a scene to address the audience about how they're feeling.
Slow motion	**Slow motion** could be used to highlight a key moment, so that it is not lost on an audience.
Blocking	Blocking is the process of planning where actors will move and stand on stage during a scene. Effective blocking helps tell the story, emphasizes key moments, and keeps the performance dynamic.
Abstract	Abstract drama does not follow the linear sequence of a story. It is more concerned about representing the underlying feelings, moods, themes and ideas. This kind of drama uses movement, sound and words.

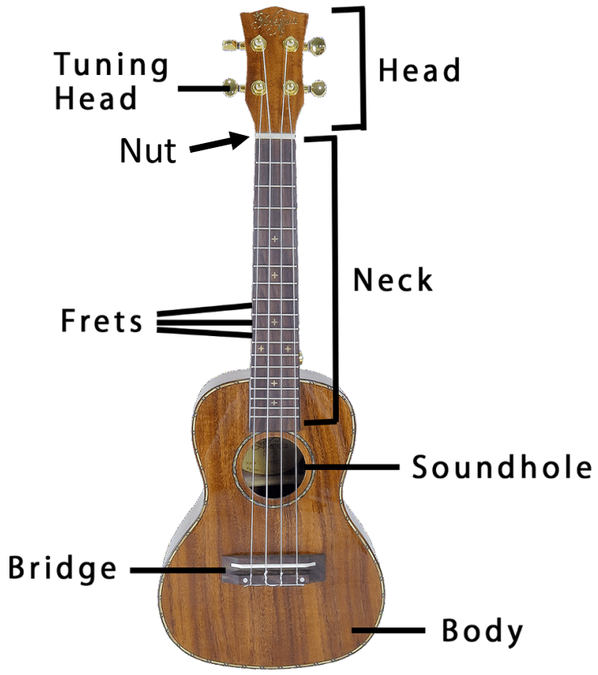
Half-Term 6 Subject **Music Y7** Threshold Concept Link(s) Area of Study; Song Writing & Performance

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







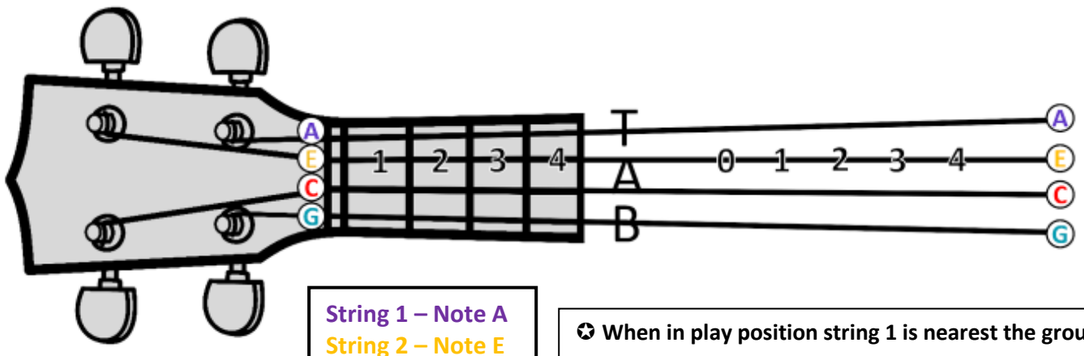


TECHNICAL VOCABULARY	
Articulation	Strumming – brushing across the strings (Downstroke / upstroke). Picking / Plucking- the playing of individual strings.
Strumming Pattern	A repeated rhythmic pattern used to perform the chord sequence.
Dampen	A technique used to mute (silence) the strings after being 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.

How to Read Ukulele Tablature (TAB for short)

TAB lines represent strings as if the ukulele is turned over, facing the player.
Numbers represent frets. "0" means no fingers touching the string (open string).



String 1 – Note A
String 2 – Note E
String 3 – Note C
String 4 – Note G

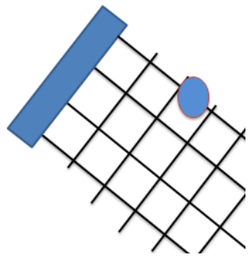
✪ When in play position string 1 is nearest the ground.

✪ When reading tablature String 1 is the top line.

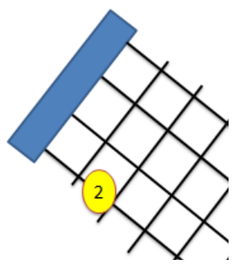
Ukulele Chords: As well as reading music from traditional staves and tablature a lot of ukulele players and guitarists read music from chord shapes and pictures.

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

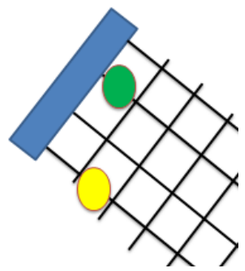
C Major



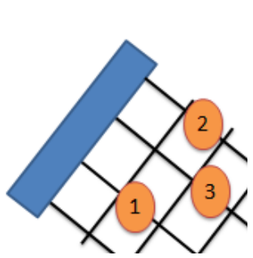
A minor



F Major

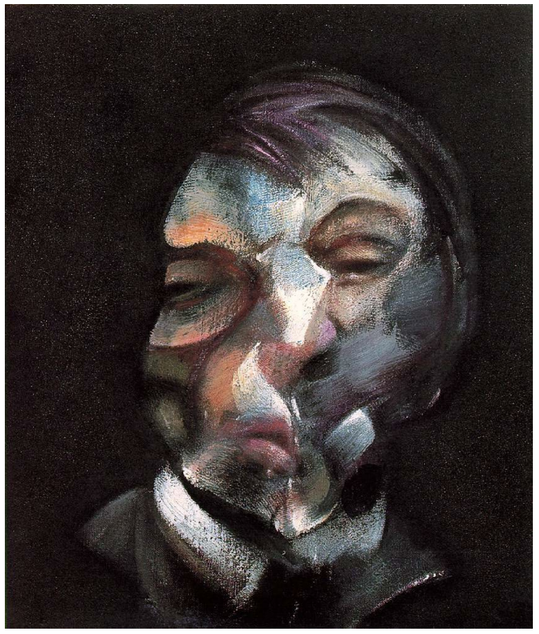


G Major

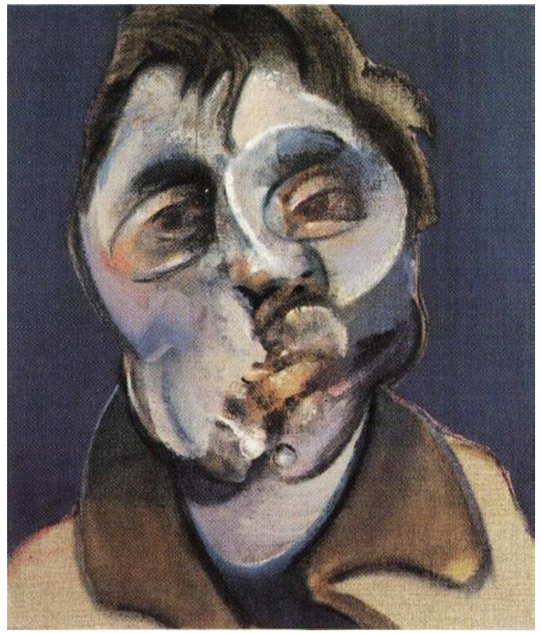


Half-Term: HT6 Y7 Subject: Art Threshold Concept Link(s): Develop ideas in response to an artist and through different media.

Francis Bacon

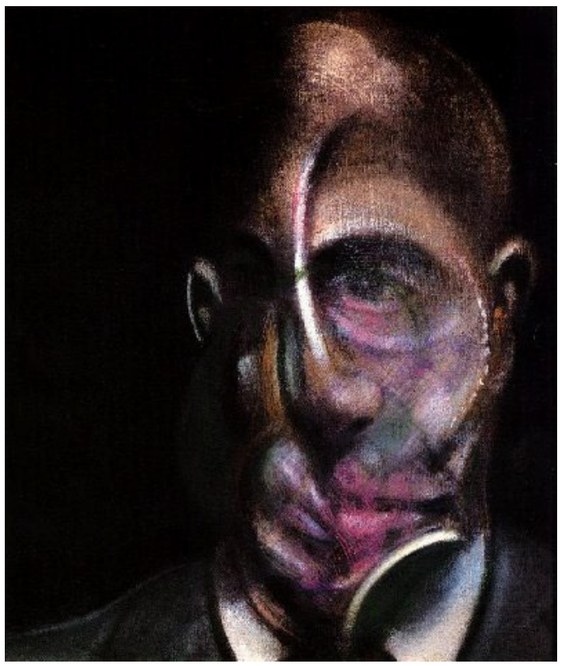


Self portrait, 1971

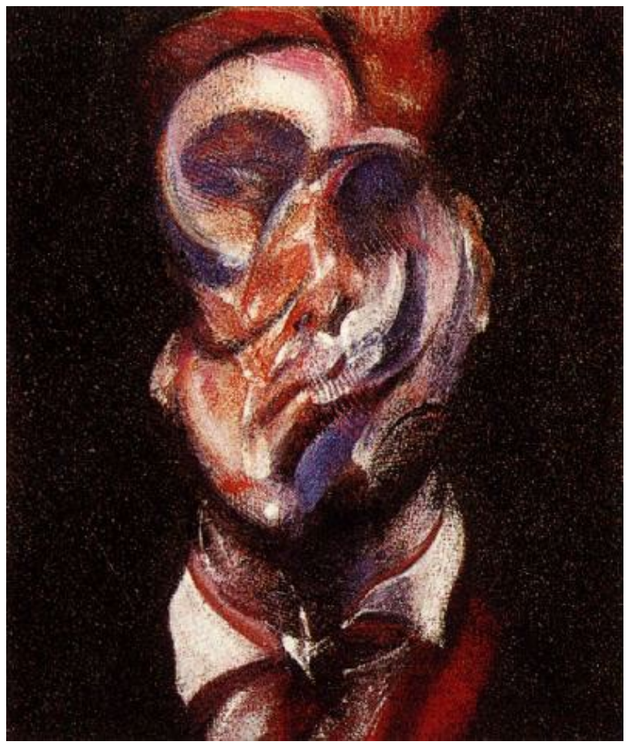


Self portrait, 1969

Portrait of Michel Leiris, 1976



Three studies of George Dyer (centre panel)



TECHNICAL VOCABULARY	
Response	A reaction (to the work of an artist)
Experiment	To test (with different art media)
Analyse	To examine in detail
Distortion	Twist out of shape
Diptych/triptych	A piece of art work in 2/3 different sections
Review	Evaluate
Portrait	A picture of a face
Composition	How objects, shapes and patterns are arranged
Develop	To evolve, grow and improve
Media	Different art materials; pencil, paint pastels etc.

Francis Bacon was a British artist who was born in 1909 and died in 1992.

He did many portraits of himself and his friends, often painting them in a distorted and disturbing way.

What do you think of these pictures?

What words could you use to describe them?

What comments can you make about the colours he has used?

Technology Knowledge organiser

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

Iteration – Design, model and evaluate

Why do designers model?

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

What makes a good Task analysis ?

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

What makes a good Product analysis ?

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

What makes a good design page?

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

What makes a good DEVELOPMENT design page?

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

Additional

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

Year 7 HT 1 Subject – Food technology Knowledge Organiser Topic- **Eating Seasonally and Knife Skills**

Eating seasonally	**Not eating Seasonally**
Advantages • It's cheaper to buy as there is more of it • Supports local farmers • Reduces the carbon footprint • Reduces waste and packaging • Less lorries on the Road • It's picked when it's ripe, fresher • More nutrients and flavour	**Advantages** • A larger variety of fruits and veg to eat • It benefits fussy eaters • Increased chance of getting the required nutrients • Support poorer countries • Can make a wider range of dishes • Can reproduce dishes from abroad
Disadvantages • Do not get the variety of food to eat • Not supporting poorer countries • Need to be quite imaginative • We don't get to try as many foods • If the crop is poor, the price goes up • A lot pressure on the farmers to produce enough food	**Disadvantages** • The food is more expensive as there is less available • More packaging, more waste • The food is more expensive as there is less available • It's not as fresh, it's picked before it's ripe • The 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 • **Julienne**- Matchsticks- salad, stir-fry • **Brunoise**- Chopped match sticks- soups, sauces • **Jardinere**- Batons- dipping, steaming • **Macedoine**- Soups and salads • **Paysanne**- Sliced on profile, most common **Purpose** • Aesthetically pleasing • Easy to serve equal portions • Enables everything to cook equally • Good portion control • Gives a variety of textures • Allows a variety of cooking methods to be used	**Knife Safety** • Always use bridge and claw grip • Use the right size knife for the job • Ensure they are stored in a knife block • Do not leave knives in soapy water, wash them first. • Make sure handles are grease free • Do not put them in a drawer, return to the knife block • Ensure they are sharpened regularly • Walk with the point downwards

Oven safety rules

- Always use oven gloves
- Match the right size pan to the ring
- Put pan handles to the side
- Do not leave cooking food unattended
- Always stir using a wooden spoon
- Never put a pan with oil in on the heat unattended
- Do not overfill a pan
- Always turn the oven off when cooking is completed
- Do not wipe hob until it has cooled down
- Always shut oven door

Grow your own fruit and vegetables

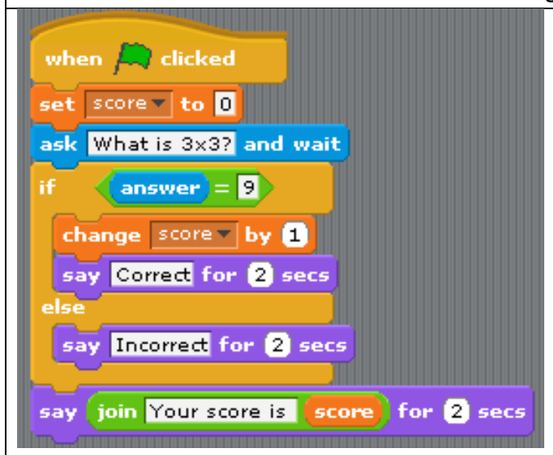
Economic Benefits:
- Saves you money, don't need to buy as much
- Not spending as much money on transport

Environmental:
- No carbon footprint or packaging
- You know where the food has come from
- There are no pesticides on them
- Encourages wildlife into your garden

Health Benefits:
- It's healthy as it gets you outside and exercising
- It's good for your mental health

Box 1

Programming



When the green flag is clicked / initiated

Set variable score to 0

Show onscreen “What is 3 x 3? “ and wait for answer.
If answer = 9

Change variable score +1

Show onscreen “Correct”

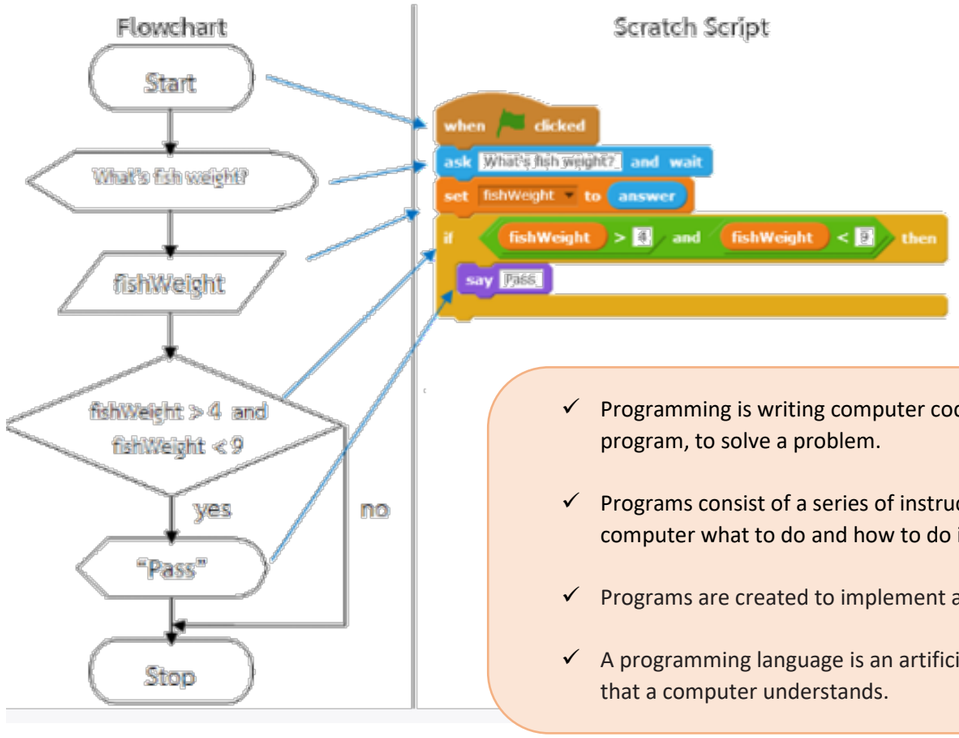
If answer does not equal 9
Show onscreen “Incorrect”

Box 2

TECHNICAL VOCABULARY

Constant variable	A variable that has been set to a given value and does not change
Algorithm	Steps to solving a problem.
Programmed	Providing a computer with coded instructions
Command	Instruction given by a user telling a computer something, such as run a program.
Debug	A process of correcting errors in your code
Co-ordinates	The position
Repetition/loop	Allows us to repeat certain code a certain number of times or even forever
Selection	A decision or choice. Depending on the answer, the program will follow a choice and ignore others
Flowchart	A Diagram that represents a process
Logic	A particular way of thinking. This is usually reasonable and based on good judgement.
Variable	Used to store information. This can be changed or adapted
Sequence	Arranged in a particular order
Process	Series of steps taken in a particular way
Information	Information is when you provide meaning or context to data e.g. There is a **party** at **4pm**
Data	Specific facts and information which have no context or meaning.

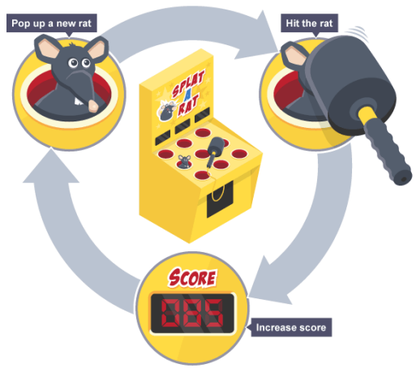
Box 3



- ✓ Programming is writing computer code to create a program, to solve a problem.
- ✓ Programs consist of a series of instructions to tell a computer what to do and how to do it.
- ✓ Programs are created to implement algorithms.
- ✓ A programming language is an artificial language that a computer understands.

Box 4

Iteration in programming means repeating steps, or instructions, over and over again. This is often called a ‘loop’.



Sequencing is the specific order in which instructions are performed in an algorithm.

Religion and Art

1. What are the different forms of art typically used in religion?	Icons, stained glass windows, patterns, paintings, drawings
2. What is the oral tradition?	These were stories passed between people before they were written down
3. What are stained glass windows?	Windows used in churches to tell Bible stories to those who could not read
4. How did churches display stories?	Stained glass windows and icons
5. Why do we use pictures?	Before the majority of people could read pictures were used to teach people important Bible stories
6. Who do pictures help?	Those who couldn't read, everyone. It also helps to direct some worship.
7. Why do Buddhists use different colours in their art?	They represent different emotions, feelings and states of being. Example: Blue shows purity and healing
8. Why do Christians use certain colours in their art? Especially pictures of Jesus?	They represent different feelings and ideas. For example, red represents his blood shed, passion & love

Religion and Music

1. What is the purpose of worship?	To show the importance of the object of worship.
2. Why do Christians use music in worship?	It helps them express their devotion to the object of worship.
3. Can religions use different forms of music or should it remain traditional?	Music is one way in which churches (denominations) have shown their identity in the type of music they use.
4. What is call and response?	A traditional form of music where the line is spoken by a leader and then repeated by the worshippers.
5. What makes music religious?	People coming together and collectively worshipping
6. What is Gospel music?	Has its roots in African-American churches which fuses a variety of styles.
7. How does a Buddhist chant sound?	Variety of sounds! Throat singing, instruments, chanting, repetitive phrases
8. Does music represent a deeper meaning? Can lyrics help us achieve this understanding?	Lyrics can help us understand a deeper meaning and who the song might be addressed to, it can be used in performances to show alternative interpretations

TECHNICAL VOCABULARY	
Sign	An image that gives instruction
Symbol	An image that represents something
Icon	A religious picture
Hymn	A song that is often sung during a church service
Worship	Any act which shows the worth of something
Devotion	An act of worship which is usually done in private
Mandala	Colourful Buddhist art to help aid focus and meditation, made from sand or rice
Artifact	An object created that usually holds religious or cultural significance

Religion and expression

1. How do different celebrities express their beliefs?	Justin Bieber is a great example of expressing his belief in multiple ways
2. How else can we express our beliefs?	Dance, art, tattoos, drawings, patterns, self-expression
3. What might Christians do to express their faith?	Wear a cross, rosary beads, go to church and be part of a community
4. What might Buddhists do to express their faith?	Become a Monk, be part of a monastery, chant, not eat meat or harm animals, meditate
5. How do the dance group Diversity express their beliefs?	Through dance, they created a BLM dance to address societal issues that went against their belief system live on television
6. How do you express your faith?	Clothing, art / hobbies, school subjects
7. Is there a 'correct' way to express faith?	Is it better to have religious items as opposed to tattoos? Is it wrong to have religious tattoos?

Y7 HT6 Religion and Art

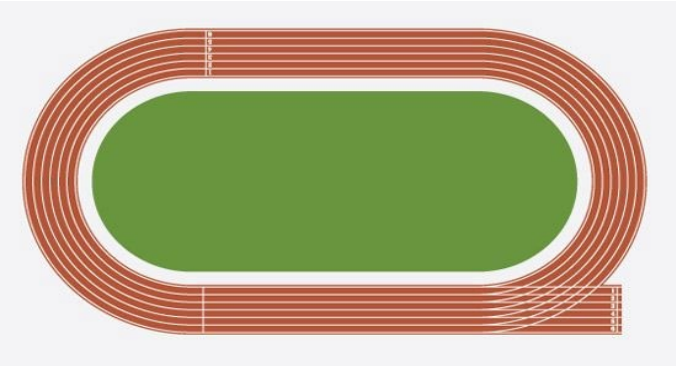
Half-Term 5/6: Subject – PE – Year 7 – Athletics

Key skills

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)

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

Track events



-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.

The following track events (which we perform at school) are:

- 100m
- 200m
- 300m (female only)
- 400m (male only)
- 800m
- 1500m
- 4 x 100m relay
- 60m hurdles

Field events

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.

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

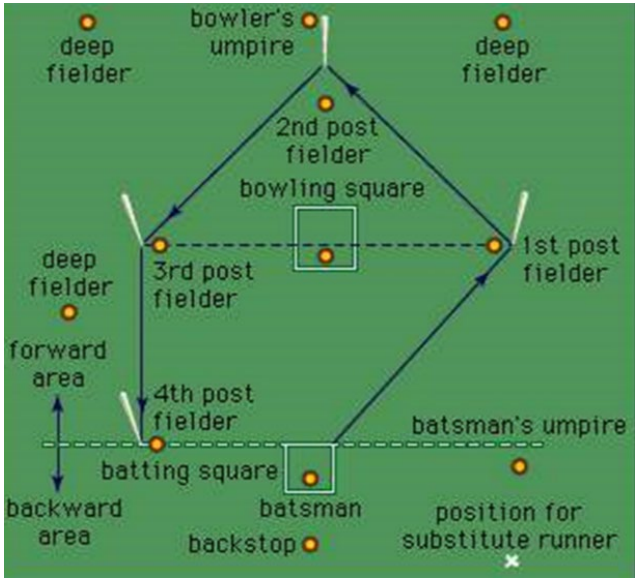
Rules of the game	Positions	Key Terms

A player becomes 'out' of the innings when:

- The ball is caught.
- A batter runs on the inside of the posts or they deliberately throw the bat.
- The post the batter is running to gets stumped or you overtake a previous batter on the field.
- The batter misses or hits the ball and their foot is over the front or back line of the batting square.

You can achieve scoring in Rounders by:

- If the batter reaches the 2nd or 3rd post in one hit, he scores half a rounder.
- Batter reaching the 4th post in one hit scores a full rounder.
- Runner reaching the 4th post on a no ball scores 1 rounder.
- If the batter fails to hit the ball and reaches the fourth post, a half-rounder is scored.



Bowler: The bowler aims to bowl the ball underarm to their backstop through the batting square between the batter's head and their knee. The bowler doesn't want to give the batter an easy hit though to limit their score.

Backstop: The backstop receives the bowl from the bowler if the batter fails to hit it and then throws the ball to the appropriate position to get a baserunner out. They can also get the batter out if they catch the ball directly after a hit.

Fielders: The fielders aim to catch the ball, return it to the bowler or stump the base to get the batter out.

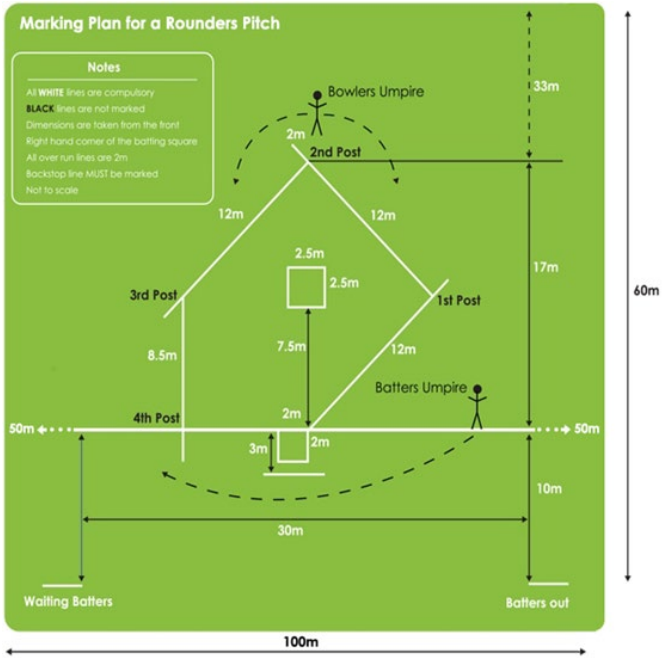
Batter: The batter must hit the ball into space from the batter's box after the bowler has bowled the ball and then aim to run around as many posts as they can to try and score a rounder.

Backstop - The role of the backstop is guiding the bowlers throw to the batter. Back stop's cup their hands in the appropriate ending space for the ball. That means the backstop's hands become a target for the bowler.

Backward Area - In Rounders, the backward area gets represented by an area of ground behind the front line of the batting zone.

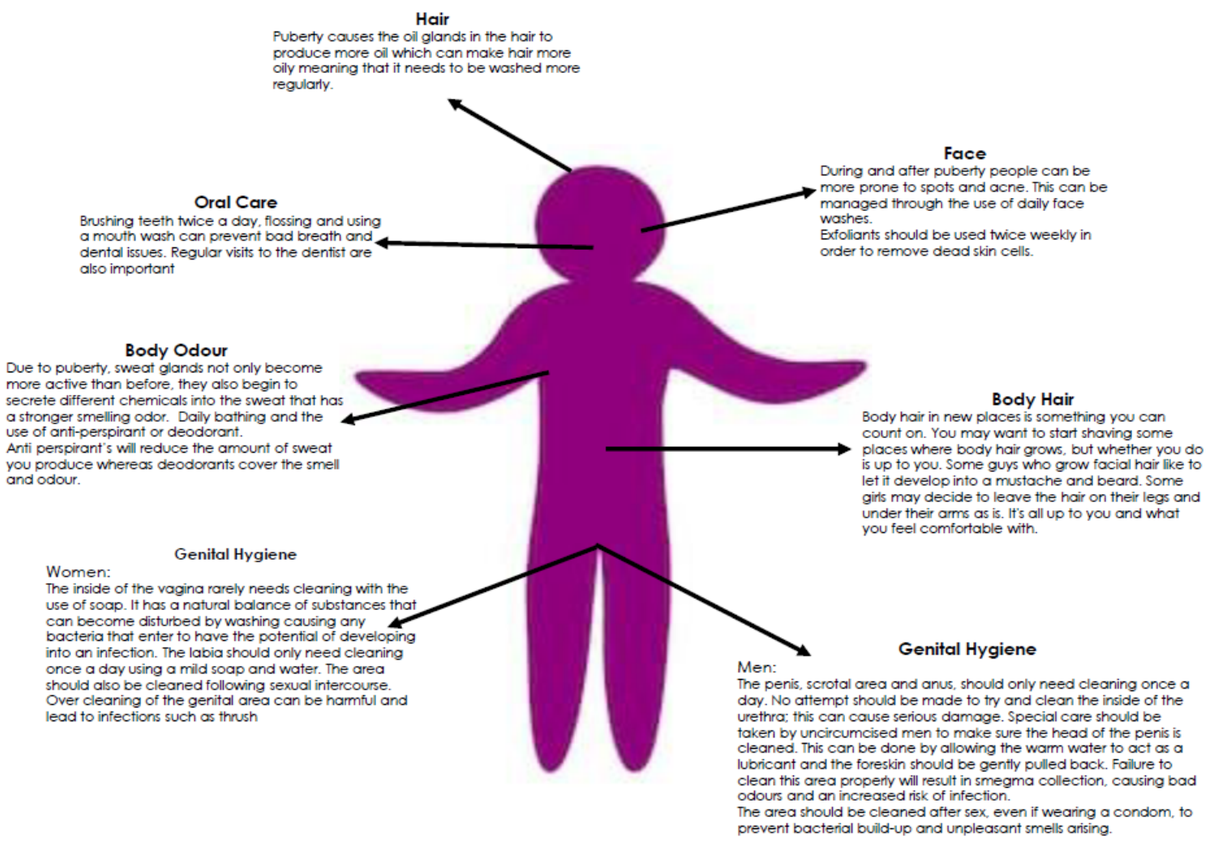
Backward Hit - Making a backward hit means the ball got struck directly behind and into the backward area.

Side Out - In Rounders vocabulary, 'side out' means there is no batter waiting to bat and all the running batters are out.



Physical Changes during Puberty		
Boys Only	Girls Only	Both
Starts between 10 and 12 years of age: • Facial hair • Voice breaking • Erections • Wet Dreams • Widening of chest and shoulders	Starts between 9 and 11 years of age: ❖ Menstruation/ Periods begin ❖ Breast growth ❖ Stretch marks ❖ Cellulite ❖ Hips Widen	▪ Grow taller ▪ Sweat more ▪ Changes to hair and skin ▪ Spots and Pimples

Things to remember	
❖ Puberty begins at different times for different people ❖ Changes will happen at different rates and in a different order for different people.	○ Everyone goes through puberty; you are not alone. ❖ Good diet and exercise can help deal with some of the physical changes. ❖ Puberty is normal despite feeling very abnormal.



Subject specific vocabulary	
Puberty	The process of physical maturity in a person that takes place in adolescence
Menstruation	Also known as a period. The process in a women of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.
Hormones	A chemical substance produced in the body that controls and regulates the activity of certain cells or organs.
Wet Dream	An involuntary ejaculation that occurs whilst a person is asleep.
Hygiene	Conditions or practices conducive to maintaining health and preventing disease especially through cleanliness.
Body Odour	The unpleasant smell of a person's unwashed body.
Halitosis	Medical term for bad breath.
Oral Hygiene	The practice of keeping one's mouth clean and free of disease and other problems.

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.
Parents or Trusted family members	Your Doctor or Practice Nurse / School Nurse
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) Nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
NHS Live Well Website	www.NHS.UK/livewell