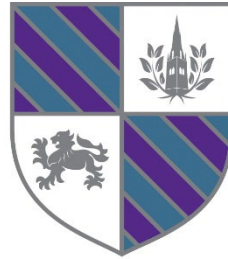


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: November 2025**

### **Year 7**

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

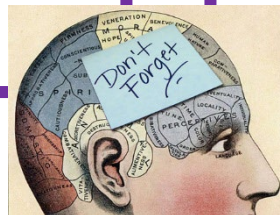
Determination – Integrity – Ambition – Humility – Compassion

## 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 further reading lists Half Term 2 2025- 2026

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>PSHE</u></b></p> <p>Elliot, Michele, 2013 <i><b>Bullies, cyberbullies and frenemies</b></i> Wayland</p> <p>Gifford, Clive, 2017 <i><b>Super social media and awesome online safety</b></i> Wayland</p> <p>Head, Honor, 2020 <i><b>12 hacks to beat bullying</b></i> Franklin Watts</p> <p>Head, Honor, 2020 <i><b>12 hacks to worry less</b></i> Franklin Watts</p> <p>Head, Honor, 2014 <i><b>How to handle bullying and gangs</b></i> Franklin Watts</p> <p>Spilsbury, Louise, 2023, <i><b>Anti-bullying</b></i>, Franklin Watts</p> | <p><b><u>Geography</u></b></p> <p>Iyer, Rani, 2020 <i><b>Endangered energy: investigating the scarcity of fossil fuels</b></i> Raintree</p> <p>Mason, Paul, 2020 <i><b>100% Energy and Fuel</b></i> Wayland</p> <p>Sawer, Ava, 2017 <i><b>Human environmental impact: how we affect Earth</b></i> Raintree</p> <p><b><u>Science</u></b></p> <p>Spilsbury, Louise, 2008 <i><b>Chemical Reactions</b></i> Heinemann Library</p> <p>Oxlade, Chris, 2008 <i><b>Material Changes and reactions</b></i> Heinemann Library</p> <p>Gray, Leon, 2019 <i><b>All about Forces and Motion</b></i> Raintree</p> | <p><b><u>Religious Studies</u></b></p> <p>Barber, Nicola, 205 <i><b>Islamic art and culture</b></i> Raintree</p> <p>Cooper, Allison, 2007 <i><b>The Facts about Sikhism</b></i> Wayland</p> <p>Miles, Liz, 2016 <i><b>Celebrating Hindu Festivals</b></i>, Raintree</p> <p>Teece, Geoff, 2003, <i><b>Buddhism</b></i> Franklin Watts</p> <p>Walker, Kathryn, 2007 <i><b>Buddhism</b></i>, Wayland</p> <p>York, Flora, 2008 <i><b>A Year of Jewish Festivals</b></i> Franklin Watts</p> <p><b><u>Art</u></b></p> <p>Duchting, Hajo, 2012 <i><b>Kandinsky</b></i> Tashen</p> |
| <p><b><u>Dance</u></b></p> <p>Heneghan, Judith, 2014 <i><b>Mad about Cartoons</b></i> Wayland</p> <p>Mason, Paul, 2010 <i><b>Cartoon Characters</b></i> Wayland</p> <p><b><u>Music</u></b></p> <p>Dickmann, Nancy, 2022 <i><b>Around the world in 80 musical instruments</b></i> Welbeck Editions</p>                                                                                                                                                                                                                                           | <p><b><u>History</u></b></p> <p>Hunter, Nick, 2016 <i><b>The Split History of the Norman Conquest</b></i> Raintree</p> <p>Parker, Phillip, 2012 <i><b>The Normans and the Battle of Hastings</b></i> Wayland</p> <p>Phillips, Charles, 2010 <i><b>The illustrated history of knights &amp; crusades</b></i> Lorenz</p>                                                                                                                                                                                                                                                                             | <p><b><u>PE</u></b></p> <p>2020 <i><b>The Ultimate Guide to Basketball</b></i> Scholastic</p> <p>Slade, Suzanne, 2013 <i><b>Basketball: how it works</b></i> Raintree</p> <p><b><u>Spanish</u></b></p> <p>Hustad, Douglas, 2021 <i><b>Your Passport to Spain</b></i> Raintree</p>                                                                                                                                                                                                                                                                                          |

# Year 7 English HT2: Stories from Different Cultures—Writing

## 1. The Structure of discussion writing:

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

## 2. Discussion Writing Key Vocabulary:

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

## 2. Positive and negative discourse markers:

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

## 4. Discussion Writing Conventions:

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

# Year 7 English HT2: Adverbials and Complex Sentences

## 1. Adverbials

|                                 |                                                                                                                                                                                                   |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fronted adverbials              | When an adverbial (word or clause) is placed at the front of an independent clause.<br>E.g. <b>Off the coast</b> , the fishermen spotted a pod of dolphins swimming gracefully through the waves. |
| End adverbials                  | When an adverbial (word or clause) is placed after an independent clause.<br>E.g. She completed the puzzle <b><i>with great patience</i></b> .                                                    |
| Adverbials of Manner            | Tells us <b><i>how</i></b> something is done.<br>E.g. <b><i>With incredible precision</i></b> , the artist painted the portrait.                                                                  |
| Adverbials of Time              | Tells us <b><i>when</i></b> something is done.<br>E.g. We will leave <b><i>after lunch</i></b> .                                                                                                  |
| Adverbials of place             | Tells us <b><i>where</i></b> something happens; the direction it happens; the location.<br>E.g. The children played quietly <b><i>in the garden</i></b> .                                         |
| Adverbials of Reason or Purpose | Tells us <b><i>why</i></b> something happens or the <b><i>purpose</i></b> behind an action.<br>E.g. He studies every night <b><i>so that he can pass his exams</i></b> .                          |
| Adverbials of Frequency         | Tells us <b><i>how often</i></b> something happens.<br>E.g. He checks his phone <b><i>several times a day</i></b> .                                                                               |
| Adverbials of Degree            | Tells us <b><i>how much</i></b> something happens.<br><b><i>Almost entirely</i></b> , the blame was placed on the manager.                                                                        |

## 2. Adverbial Rules

|         |                                                                                                       |
|---------|-------------------------------------------------------------------------------------------------------|
| Fronted | <b>Use a comma after the fronted adverbial</b> to separate the adverbial from the independent clause. |
| End     | <b>Don't use a comma</b> if the adverbial clause follows an independent clause.                       |

## 3. Subordinating Conjunctions

|          |          |
|----------|----------|
| After    | Once     |
| Although | Since    |
| As       | Unless   |
| Because  | Until    |
| Before   | When     |
| During   | Whenever |
| If       | While    |
| Instead  | Wherever |

## 4. Complex Sentences: Rules

|                                                                                |                                                  |
|--------------------------------------------------------------------------------|--------------------------------------------------|
| If the subordinate clause is positioned at the front of an independent clause, | <b>USE a comma after the subordinate CLAUSE.</b> |
| If the subordinate clause is positioned after the independent clause,          | <b>DON'T use a comma.</b>                        |

## !!! Never Ever !!!

Never link two independent clauses with a comma. This is called comma splicing and is grammatically incorrect.

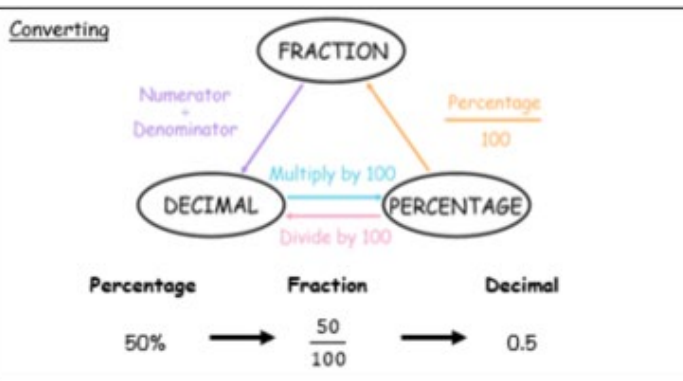
Try a semi-colon (;) if the two independent clauses are linked, or use a full stop between the two independent clauses.

**Fraction, decimal and percentage equivalence**

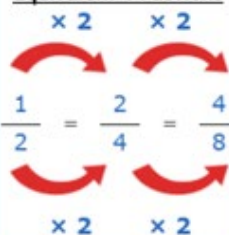
|                   |                                                                                          |
|-------------------|------------------------------------------------------------------------------------------|
| <b>Decimal</b>    | a number that uses a decimal point followed by digits that show a value smaller than one |
| <b>Equivalent</b> | Having the same value.                                                                   |
| <b>Convert</b>    | To change a value or expression from one form to another.                                |
| <b>Fraction</b>   | How many parts of a whole                                                                |

**Equality and equivalence**

|                    |                                                                                                                                                                                                           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Variable</b>    | A symbol for a value we don't know yet. It is usually a letter like x or y.                                                                                                                               |
| <b>Equation</b>    | An equation says that two things are equal. It will have an equal's sign "="                                                                                                                              |
| <b>Coefficient</b> | A number used to multiply a variable                                                                                                                                                                      |
| <b>Term</b>        | A single number or variable, or numbers and variables multiplied together.                                                                                                                                |
| <b>Expression</b>  | Numbers, symbols and operators (+, -, ×, ÷, etc) put together to represent a value. An expression does <b>not</b> have an equals sign (=), or any inequality ( $\neq$ , $<$ , $>$ , $\leq$ , $\geq$ etc). |

**Fractions on a Number Line**

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

**Equivalent Fractions****Percentage of an Amount**

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

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

and

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

**Inverse Operations**

A pair of inverse operations are when two operations performed on a number (or variable) results in the original number (or variable)

|       |   |               |
|-------|---|---------------|
| +     | ↔ | -             |
| ×     | ↔ | ÷             |
| $a^2$ | ↔ | $\sqrt{a}$    |
| $a^3$ | ↔ | $\sqrt[3]{a}$ |

Algebra can be seen in many forms. The ones you will see most often are in an equation, expression, inequality and identity

**Expression:**  $x + 3$

An expression is made up of terms and never has an equals sign

**Inequality:**  $x + 3 < 4$

An inequality has either a  $<$ ,  $>$ ,  $\leq$  or  $\geq$  sign

**Equation:**  $x + 3 = 4$

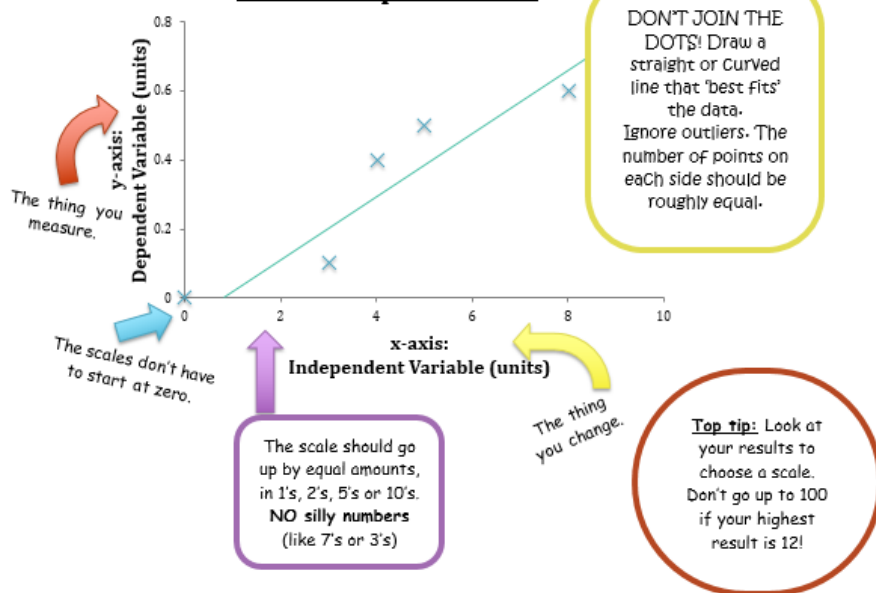
An equation always has an equals sign

**Identity:**  $2x \equiv x + x$

The two sides are always equal no matter the value of x

## How to draw a line graph

Title: A Graph to show...



## 5 signs a chemical reaction has taken place

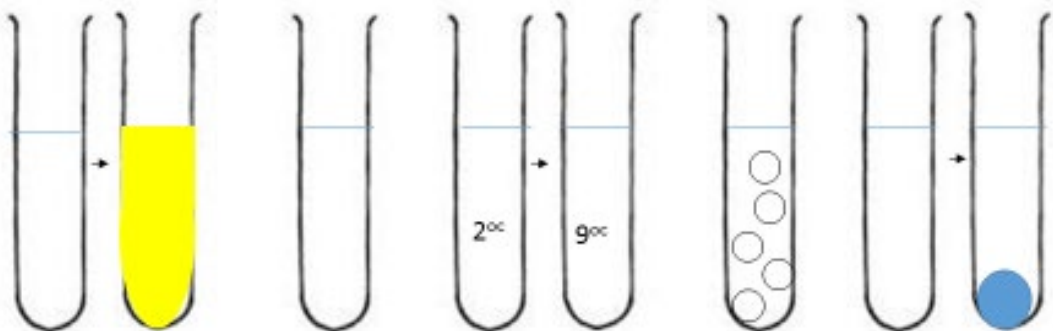
Colour change

Production of odour

Change of temperature

Production of gas

Production of precipitate



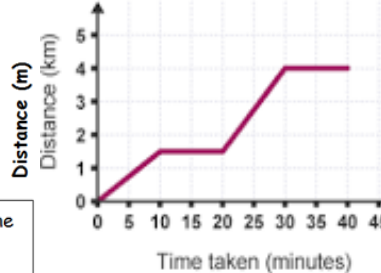
| Subject Terminology   | Definition                                                                                             |
|-----------------------|--------------------------------------------------------------------------------------------------------|
| Atoms                 | The smallest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

## Using observations to predict the reactivity of metals

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

### Speed, distance, time graphs

Distance-time graphs are used to show how far something travels in a certain amount of time.



A straight, diagonal line shows the object is moving at a constant speed

A horizontal line shows the object is not moving.

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

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

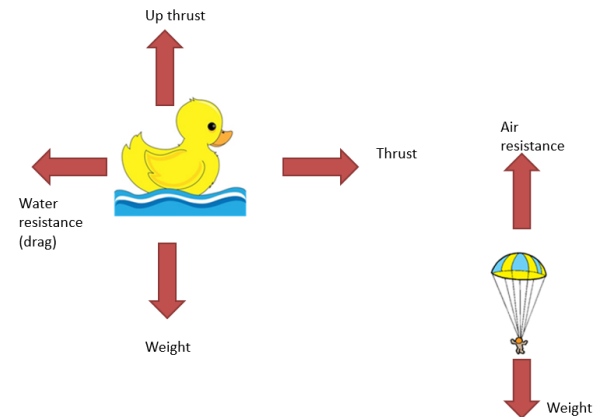
### Key calculations

Weight = mass x gravitational field strength

Distance = speed x time

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

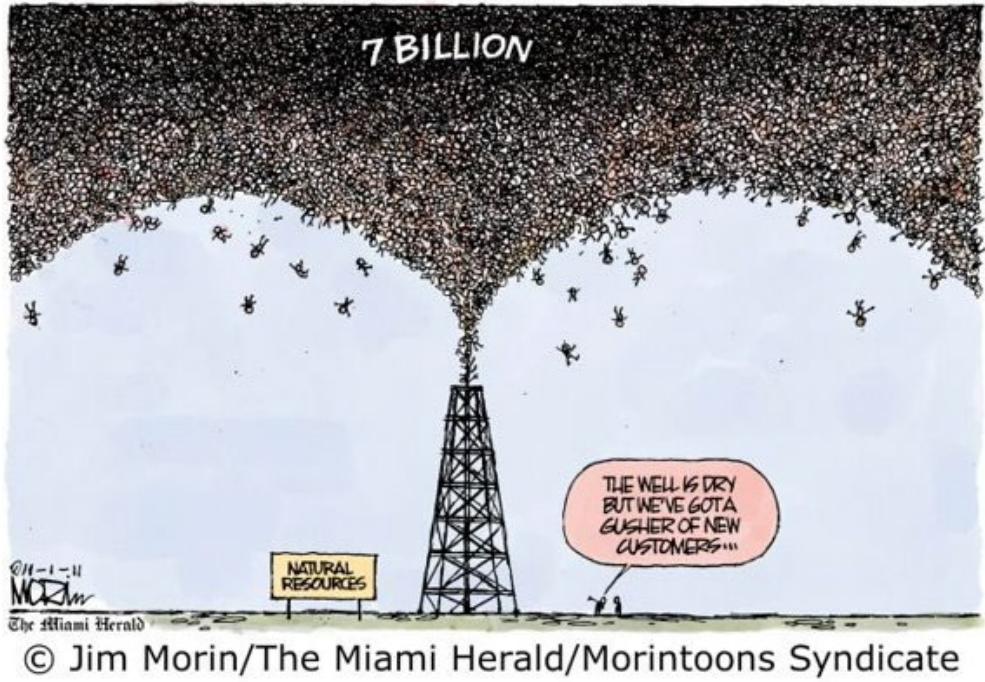
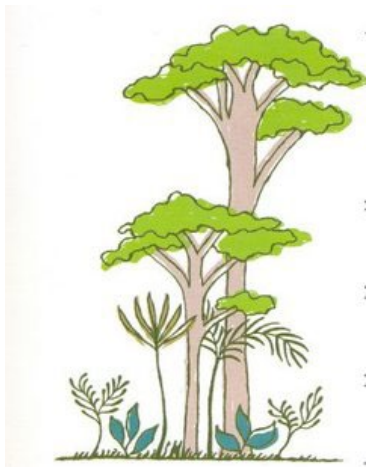
### Identifying forces



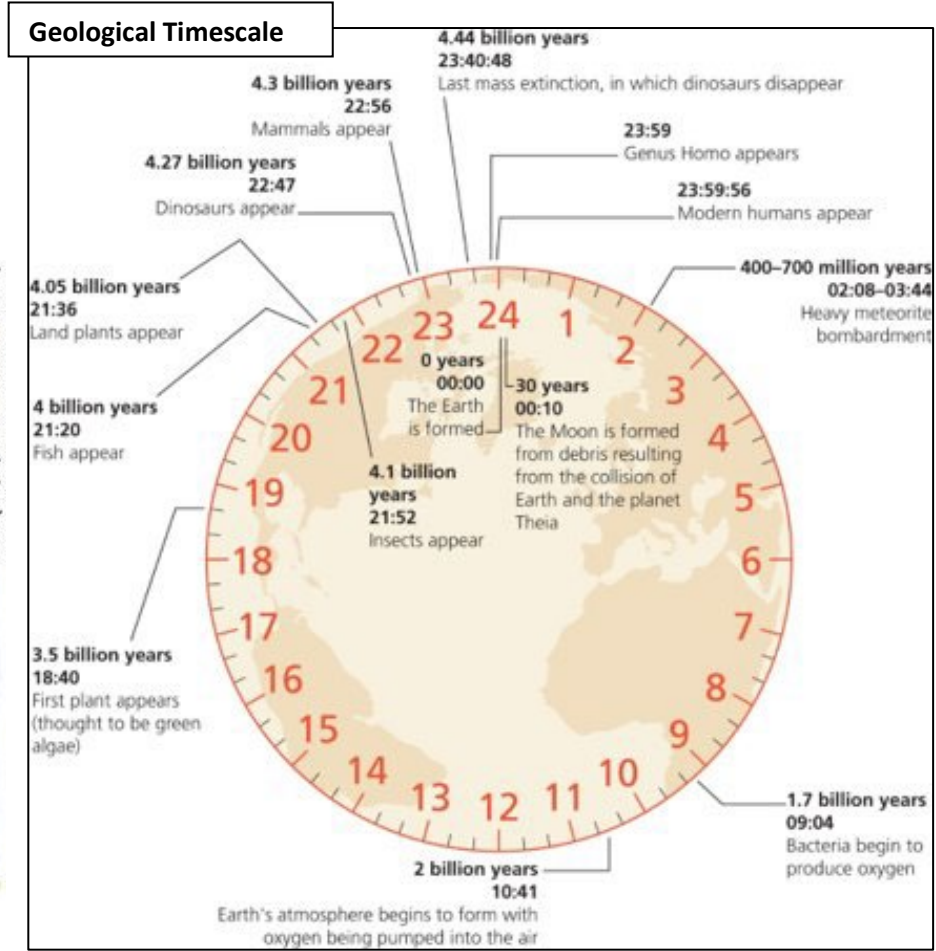
| Key Facts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Earth has four major parts, all working in harmony to make the planet function. These four parts are called spheres – lithosphere, hydrosphere, atmosphere and biosphere                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Soil is a thin layer on the Earth’s surface between the lithosphere and biosphere. It is a layer of minerals, water and organic matter that forms from the weathered rock below and decaying vegetation above.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 97% of the Earth’s water is saltwater and only 2.5% is freshwater. 79% of this freshwater is frozen in glaciers and polar ice caps. 0.01% of Earth’s freshwater is accessible to us in rivers and lakes.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Rocks are natural material made of grains of one or more mineral. A mineral is a natural compound that usually exists in rocks as crystals. Geologists classify rocks into three groups according to how they are formed: igneous, sedimentary and metamorphic                                                                                                                                                                                                                                                                                                                                                                        |
| The rainforest biome contains 75% of the world’s plants, and about 50% of the animals. The largest rainforest, the Amazon, is 5.5 million km².                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Humans are using 30% more resources than the Earth can replenish each year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Actions to improve sustainability can operate at a number of levels.<br><b>Local</b> – by individuals, schools and communities, for example recycling resources as part of waste disposal or saving energy by using low-energy lightbulbs.<br><b>National</b> – the UK Government has begun to encourage sustainable use of energy by offering incentives to companies and people to use renewable energy sources.<br><b>International</b> – organisations like the United Nations are working with countries to encourage them to work together to tackle global issues. You will investigate actions at this scale in future units. |

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

UK Gov sustainability plan



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



| 1066                                                                                                                                                                                      |                                                                                                                                                                                |                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contenders                                                                                                                                                                                | Battles                                                                                                                                                                        | Consequences                                                                                                                                                                       |
| On 5 <sup>th</sup> January, 1066, King Edward the Confessor died. He had no children so there was no one who would naturally become the next King of England.                             |                                                                                                                                                                                |                                                                                                                                                                                    |
| Three men claimed that they had the right to rule England: <ul style="list-style-type: none"><li>Harold Hardrada</li><li>Harold Godwinson</li><li>William of Normandy</li></ul>           | <b>Harold Godwinson</b> became King after the death of Edward the Confessor because he was the only one in the country! The others are not happy and ...                       | William began to build <b>castles (Motte and Bailey)</b> to establish his control on England. The castles were a symbol of Williams power and allowed him to protect his soldiers. |
| Harold <b>Hardrada was a Viking He was King of Norway</b> from 1046 to 1066. Hardrada means The Hard Ruler. He was a talented military general and is often called the last Great Viking. | Harold Hardrada attacked the North of England with 500 ships. On the 25 <sup>th</sup> Sep, Harold met Hardrada at the <b>Battle of Stamford Bridge</b> . Harold Godwinson won! | William conducted a study called the ' <b>Domesday Book</b> '. This allowed him to collect important information on the people of England.                                         |
| Harold Godwinson was from <b>England</b> . Son of a great Anglo-Saxon Lord and wealthiest man in England.                                                                                 | However, by now William had landed in the South of England ... Harold had to rush south to meet him.                                                                           | Castles allowed William to keep control because it was a base for the Normans and it intimidated the Anglo-Saxons.                                                                 |
| William of Normandy was a <b>Norman</b> . He was a brutal leader who cut the hands and feet off his enemies.                                                                              | They met on the 14 <sup>th</sup> October on a hillside in <b>Hastings</b> . William won the battle and became King of England.                                                 | Domesday book allowed William to keep control as he was able to assess the wealth of his people                                                                                    |

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

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



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

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

### MONARCHY

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

### RELIGION

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

### INVASION

Many Anglo-Saxon Lords were replaced with Norman Lords.

### POLITICAL REFORM

## Hearts and Minds

### HISTORICAL SUBSTANTIVE CONCEPTS

### IDEOLOGY

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

### CONFLICT

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

### REVOLUTION

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

### TAX & ECONOMY

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

Half-Term 2

Subject Spanish 7 Me, my family and friends

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

Week 1

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

Week 2



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

Week 3

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

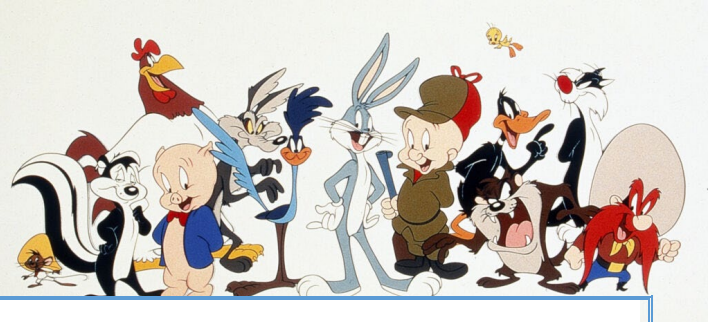


Week 4

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

Half-Term 1      Subject – Dance – Year 7 – Cartoon Capers

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



**5 KEY DANCE ACTIONS**

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

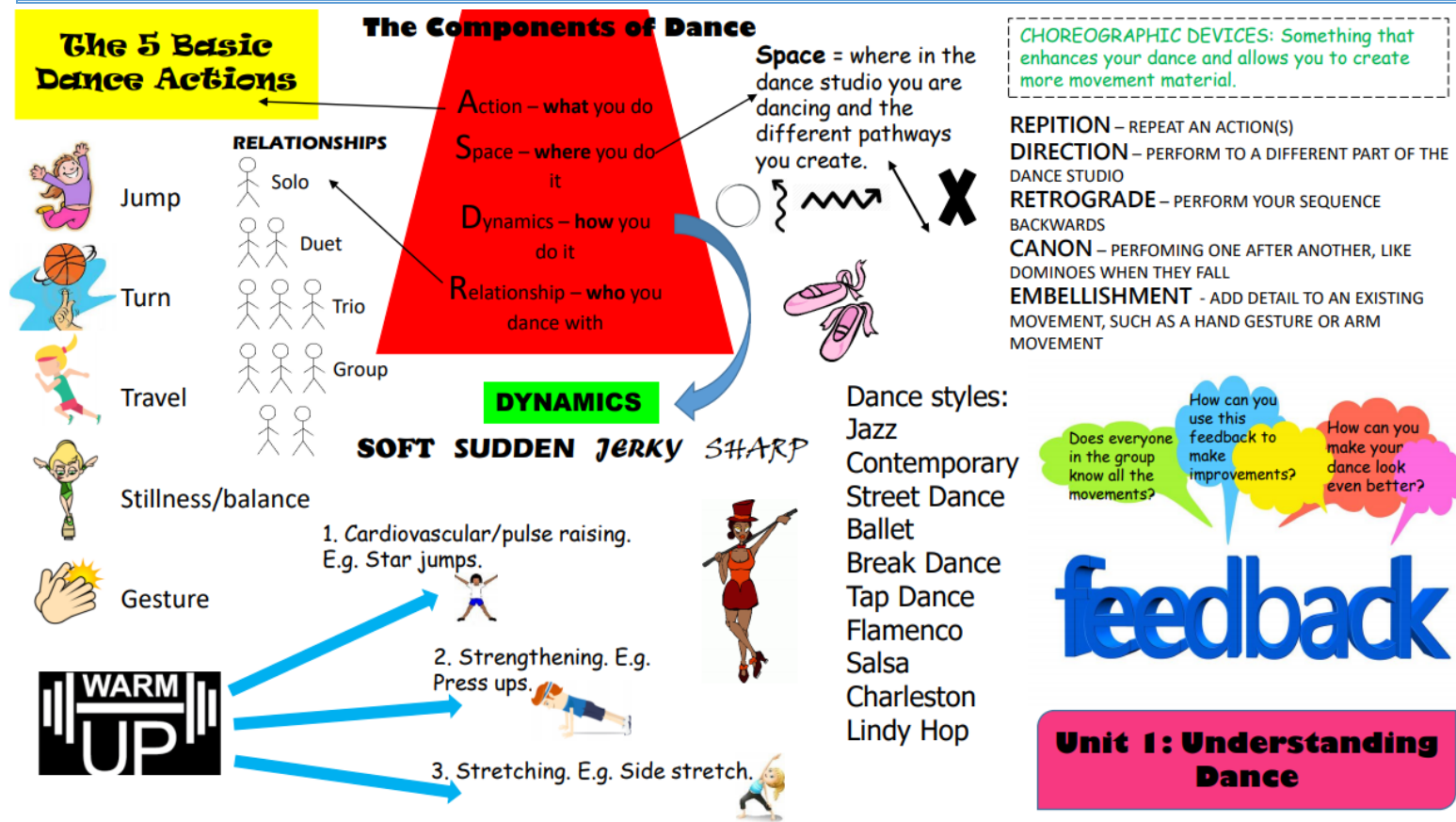
**TURN:** All dances require different types of turns, on different levels and sometimes around different axes.

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

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

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

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



**ELEMENTS OF DANCE**

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

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

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

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

**Shape (What is the shape of the object?)**

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

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

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



### Subject Terminology

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

### Use of your body and face in mime

#### 1. Facial Expression

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

#### 2. Clear Actions

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

### Mime storyline, audience interaction and no talking

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

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

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

# SAMBA

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



## A. Key Words and Terms in Samba Music

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

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

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

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

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

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

**PULSE** – a regular beat that is felt throughout music

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

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

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

## B. Form and Structure of Samba

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

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

## C. Texture of Samba Music

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

## D. Dynamics of Samba Music

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

## E. Tempo of Samba Music

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

## F. Instruments, Timbres and Sonorities of Samba

|                                                                                    |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>SURDO</b>                                                                       | <b>REPINIQUE</b>                                                                    | <b>TAMBORIM</b>                                                                     | <b>CHOCOLO</b>                                                                       | <b>RECO-RECO</b>                                                                      | <b>APITO</b>                                                                          | <b>AGOGO BELLS</b>                                                                    | <b>CAIXA DE GUERRO</b>                                                                |
|  |  |  |  |  |  |  |  |

Wassily Kandinsky

- Kandinsky was born in Russia in 1866.  
He died in France in 1944.  
He lived during both world wars.
- He was the first person to make Abstract paintings.  
This upset some people as they found it shocking.
- He wanted to make musical paintings and thought that colours were like musical notes.
- He was a musician and played the piano.
- He believed that colours can have meanings; for instance, black could mean death and blue could mean sad.

Swinging, 1925

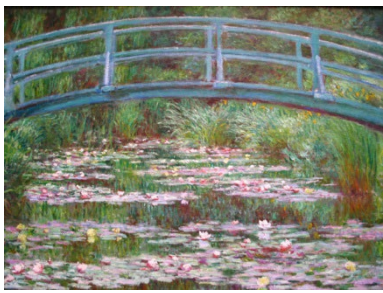


Describe the picture Swinging using the formal elements. Do you like the picture or not and explain why.

TECHNICAL VOCABULARY

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

Which image is abstract? Explain why the image you chose is abstract.



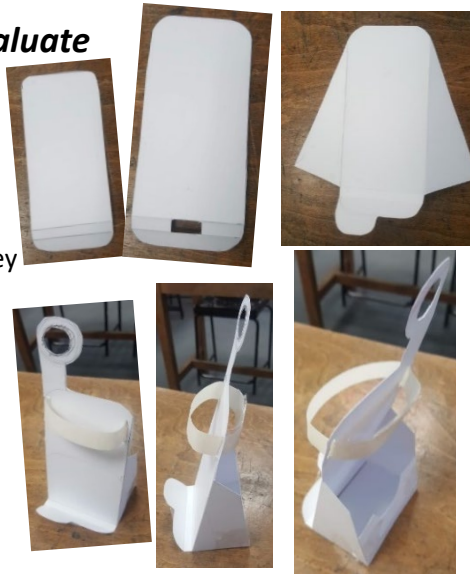
## Technology Knowledge organiser

| ACCESS FM              | To think about?                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Aesthetics             | Consider you want it to look – Cartoony/ funky/ mature/ girli/ futuristic/ minimalistic. Also think of possible colour combinations. |
| Cost                   | Cost to buy and sell.<br>How much do you want to put into the project?<br>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<br>Where can it be stored?<br>Where will it be used?                                                   |
| Safety                 | Sharp edges/ No loose parts/ No use of toxic materials/ Remove all splinters/ Age range on the design<br>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.<br>How well does it need to work?                |
| Materials              | Consider all types.<br>1. Fabrics 2. Metal 3. Wood 4. Paper 5. Plastic                                                               |
| Manufacture            | Consider the following<br>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            |

| SAFE STORAGE OF FOOD                                                                                                                                                                                                                                                            | The 4 'CS                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High risk foods-</b> <ul style="list-style-type: none"><li>They have a high protein and water content-</li><li>They should be stored at the bottom of a fridge, covered @ 5c or below</li><li>They have a short shelf life</li><li>Can cause food poisoning if not</li></ul> | <b>1. Cross contamination-</b><br><b>2. Cleaning</b><br><b>Good hygiene prevents cross-contamination</b> <ul style="list-style-type: none"><li>Use hot and soapy water</li><li>Refresh the water regularly</li><li>Wash the dirtiest object last</li><li>Wash equipment used to handle raw meat last</li></ul> |
| <b>Low risk foods-</b> <ul style="list-style-type: none"><li>They have low moisture content</li><li>Don't need to be kept in the fridge.</li><li>Have a long shelf life</li><li>These could be biscuits, cereals, flour, tinned foods called AMBIENT</li></ul>                  | <b>3. Chilling</b> <ul style="list-style-type: none"><li>Prevents harmful bacteria from multiplying quickly, giving a longer shelf life</li></ul><br><b>4. Cooking</b> <ul style="list-style-type: none"><li>Thorough cooking kills bacteria</li><li>Core Temperature should reach minimum Of 75c</li></ul>    |

| TECHNICAL VOCABULARY                    |                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Taste                                   | Sweet, sour, bitter, umami                                                                                                              |
| Texture                                 | How it feels in your mouth: crunchy, juicy                                                                                              |
| Aroma                                   | How it smells                                                                                                                           |
| Garnish                                 | <ul style="list-style-type: none"><li>Decoration to a dish</li><li>Adds nutritional value</li><li>Adds colour, texture, taste</li></ul> |
| Eat well guide                          | The governments guide to eating a balanced diet                                                                                         |
| Vitamins and minerals ( Micronutrients) | All foods                                                                                                                               |
| Carbohydrates (Macronutrient)           | Bread, pasta, rice                                                                                                                      |
| Protein (Macronutrient)                 | Egg, meat, fish                                                                                                                         |
| Fat (Macronutrient)                     | Butter, oil, margarine                                                                                                                  |
| Fibre (NSP) (Macronutrient)             | Wholemeal foods, fruit and vegetables                                                                                                   |

| The Eat-well Guide                                                                                                                                                                                                                                                                                       | Government guidelines to a balanced diet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>This applies to everyone over the age of two</li><li>This is suggested for the main meal of the day</li><li>The fruit and vegetables can be taken as juice or frozen</li></ul>  | <ul style="list-style-type: none"><li>Drink 6-8 glasses of water daily</li><li>Consume two portions of fish weekly, one being oily</li><li>Base meals on starchy carbohydrates</li><li>Eat a wide variety of fruit and veg, aim for 10 portions daily</li><li>Eat less sugar and salt</li><li>Eat more fibre and select wholegrains</li><li>Eat less saturated fats</li><li>Eat less processed foods as they contain hidden fats and sugars</li></ul> <p><b>Fats and sugars also include sauces like mayo, ketchup, crisps, chocolate.</b></p> <p><b>Protein includes Pulses, nuts and Quorn</b></p> <p><b>Carbohydrates include mostly cereal based foods (wheat, oats) and Potatoes</b></p> |

Food Technology

HT3

| What nutrients are in our food?                                                                                                                                |          |                                                                                                                             |                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                                                                                                                                                | Vitamin  | Role in the body                                                                                                            | Food examples                               |
| <b>Carbohydrates</b> -4kcal per gram<br><b>Provide Energy-</b> <ul style="list-style-type: none"><li>Pasta, bread, rice, potatoes</li></ul>                    | <b>A</b> | Helps to keep the eyes healthy and strengthen the immune system.                                                            | Dark green leafy vegetables, carrots, liver |
| <b>Protein</b> 4kcal per gram<br><b>Growth and repair</b> <ul style="list-style-type: none"><li>Animal -Eggs, meat,fish,</li><li>Vegetable- Nuts and</li></ul> | <b>B</b> | Helps to release the energy from the food we eat.                                                                           | Bread, milk, cereals, fish, meat            |
| <b>Fat</b> 9Kcal per gram<br><b>Insulation and protection of organs</b> <ul style="list-style-type: none"><li>Butter, oil, cream</li></ul>                     | <b>C</b> | Help with skin healing and healthy skin. Help with the absorption of Iron.                                                  | Fresh fruit, broccoli, tomatoes             |
| <b>Water</b> <ul style="list-style-type: none"><li>Keeps the body temperature correct, by sweating</li><li>Lubricates joints</li></ul>                         | <b>D</b> | Important for absorbing calcium and help with healthy bone structure.                                                       | Oily fish, eggs, butter, Sunshine           |
|                                                                                                                                                                |          | <b>Vitamins -Help to keep our immune system up and help our body to stay healthy – they important for body maintenance.</b> |                                             |

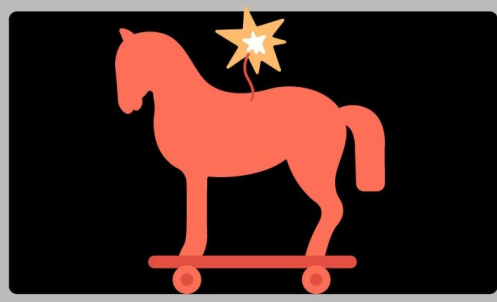
**Box 1 - Subject terminology**

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

**Box 3 – Username & Passwords**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>A strong password:</b></p> <ul style="list-style-type: none"> <li>at least eight characters long</li> <li>a mixture of numbers, uppercase and lowercase letters and other symbols, e.g. !@#£\$</li> <li>not a real word</li> <li>impossible to guess.</li> </ul> <p><b>A weak password:</b></p> <ul style="list-style-type: none"> <li>the word 'password'</li> <li>your favourite colour/favourite football team/pet's name</li> <li>a single letter</li> </ul> | <p><b>Username and Password safety:</b></p> <p>It is important that when creating a password it is unique to the user and memorable.</p> <p>It's equally important not to provide your password or username to anyone you do not trust or know as they can use the information for a variety of uses e.g.</p> <ul style="list-style-type: none"> <li>Access private information</li> <li>The placing of malicious software</li> <li>The illegal access of banking information</li> <li>To damage the computer system or files</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Box 2 – Malicious Software**

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Virus</b> - A computer virus is a type of malware that attaches to another program (like a document), which can replicate and spread after a person first runs it on their system.</p>                                        |  <p><b>Trojan</b> - A trojan is a computer program that gets access to a computer or system by appearing to be harmless but is designed to do something damaging.</p>   |  <p><b>Spyware</b> - Spyware is defined as malicious software designed to enter your computer device, gather data about you, and forward it to a third-party without your consent.</p> |
|  <p><b>Worm</b> - A computer worm is a type of malware that spreads copies of itself from computer to computer. It can replicate itself without any human interaction and does not need to attach itself to a software program.</p> |  <p><b>Ransomware</b> - Ransomware is a type of malware which prevents you from accessing your device and the data stored on it, usually by encrypting your files.</p> |                                                                                                                                                                                                                                                                           |

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

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

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

| Tolerance and Ultimate Questions                         |                                                                                                                                        |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| What are the definitions of tolerance?                   | Allowing other people to hold their beliefs but voicing your reasons for why you think they are wrong. Accepting all beliefs are true. |
| How should we behave towards those who disagree with us? | With tolerance we need to allow others to have their own beliefs.                                                                      |
| What are ultimate questions?                             | Questions about the meaning, purpose or mystery of life.                                                                               |
| Why did ancient people ask more questions?               | They had a limited understanding of Science.                                                                                           |
| Give some examples of ultimate questions.                | Does God exist? Why are we here? Is there life after death? How did the universe start?                                                |



| TECHNICAL VOCABULARY |                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Worldview            | A person's way of understanding, experiencing and responding to the world. Everyone experiences the world differently, so worldviews are individual but they can have shared ideas. |
| Religion             | Belief in something often a superhuman power – a personal God or gods. A system of faith and worship.                                                                               |
| Atheist              | Someone who does NOT believe in a God / Gods                                                                                                                                        |
| Agnostic             | Someone who believes there is not enough evidence to say whether God does or does not exist                                                                                         |
| Theist               | Someone who does believe in a God/ Gods                                                                                                                                             |
| Monotheistic         | Belief in one God.                                                                                                                                                                  |
| Prophet              | A messenger.                                                                                                                                                                        |
| Karma/Kamma          | A Buddhist concept concerned with merit and consequences that affect this life and the next.                                                                                        |
| Covenant             | An agreement usually between God and humanity.                                                                                                                                      |
| Messiah              | Anointed one; referring to a coming Saviour.                                                                                                                                        |
| Deity                | A god or goddess.                                                                                                                                                                   |
| Founder              | The person or group that started a religion.                                                                                                                                        |
| Philosophy           | Study of knowledge, reality and existence.                                                                                                                                          |

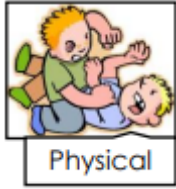
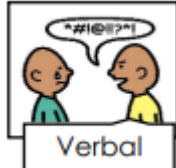
| Philosophy and Plato's cave                           |                                                                                                      |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------|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

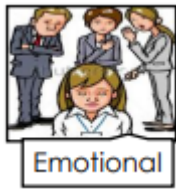
# Half-Term 2: Subject – PE – Year 7 – Basketball

| Rules of the game                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The Court and Positions                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Played with two teams of five.</p> <p>Score by shooting through a hoop.</p> <p>A side-line ball is taken from the opposite team who touched it last.</p> <p>A successful shot from outside the 3-point arc is worth 3 points. From inside this line, it is worth 2 points.</p> <p>Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession.</p> <p>Personal fouls include hitting, pushing and holding.</p> <p>Players cannot travel with the ball (run without bouncing the ball) or double dribble (dribbling, stopping, and then dribbling again).</p> <p>Players cannot hold the ball for longer than 5 seconds.</p> | <p>The diagram illustrates a basketball court with a width of 50 feet and a length of 94 feet. It shows the mid-court line, free-throw line, key, and three-point line. Two defensive strategies are depicted: 'Sample Zone Defense (Defense Only)' at the top, with positions for PF, SG, C, PG, and SF; and 'Sample Man-to-Man Defense' at the bottom, with positions for PG, SG, C, PF, and SF. The court also labels the Sideline, Baseline, and Key.</p> | <p><b>Chest Pass</b><br/>W grip, step, chest to chest, follow through, short distance.</p> <p><b>Bounce Pass</b><br/>W grip, step, chest to chest, follow through, bounce before player, short distance.</p> <p><b>Overhead Pass</b><br/>Ball over head, step, pass over opposition, further distance.</p> <p><b>Dribbling</b><br/>Head up, spread fingers and fingertips, waist height.</p> <p><b>Set Shot</b><br/>Knees bent, dominant foot slightly in front of other, strong hand at bottom, supporting hand on side, and elbow at 90 degrees.</p> <p><b>Lay-up</b><br/>Strong hand at bottom, supporting hand on side, keep it high. Right hand dribble: step right, jump left aim for top right-hand corner of box. Left hand dribble: step left, jump right, aim for top left corner of box.</p> |
| <p>An illustration showing several basketball players in silhouette, performing various actions such as dribbling, passing, and shooting. The background features a repeating pattern of the text 'BelowBlink'.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>A photograph of a basketball player wearing a blue New York jersey with the number 9, dribbling a basketball. The player is wearing orange arm warmers and a red waistband.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

| Rules of the game                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Positions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Key Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Start of play</u></p> <p>The game starts with 11 players on either team (10 outfielders and 1 goalkeeper), positioned within their own half of the field. There is a coin toss to decide who starts and on the sound of the referee’s whistle, the starting team take the kick off from the centre spot.</p> <p><u>Scoring a goal</u></p> <p>If the ball crosses the goal line in between the goalposts and underneath the cross bar, then a goal is awarded to the attacking team.</p> <p><u>Fouls</u></p> <p>When a player breaks a rule in football it is called a foul. Either a free kick or a penalty kick will be awarded depending on where the foul occurred.</p> | <p></p> <p><b>Goalkeeper:</b> The goalkeeper can use their hands to stop the ball from going in the goal.</p> <p><b>Defenders:</b> They need to work together to stop the opposition from having scoring opportunities.</p> <p><b>Midfielders:</b> They have to work together to support the attackers and support the defenders.</p> <p><b>Attackers:</b> They have to work together to attempt to score a goal past the opposition.</p> | <p><b>Passing</b><br/>Playing the ball to a teammate in a controlled manner.</p> <p><b>Receiving</b><br/>Controlling the ball after a teammate has passed it to you.</p> <p><b>Dribbling</b><br/>Using different parts of your feet to dribble into space away from opponents, using skill to outwit them.</p> <p><b>Shooting</b><br/>Attempting a shot to score a goal.</p> <p><b>Defending</b><br/>Using your body position to stop the opponent from scoring.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                         | <br>                                                                                                                                                                                                                                                                                          |

| Types of Bullying:                                                                                                                                                                                                                                                     |                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Physical:</b><br>The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police. | <br>Physical |
| <b>Verbal:</b><br>This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.                                                                   | <br>Verbal   |

| Types of Bullying:                                                                             |                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>Emotional | <b>Emotional:</b><br>Psychological and emotional bullying is difficult to see but can include the exclusion of the victim from a particular group, tormenting and humiliating the victim.                                                                                                                     |
| <br>Cyber    | <b>Cyber:</b><br>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission. |

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

| Dealing with Bullying                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• <b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Don't retaliate, try and ignore them if you can.</li> <li>• Try not to react in front of the bully.</li> <li>• Stay with trusted friends who will support you.</li> </ul> |

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

| Dealing with Cyber Bullying                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cyber Bullying can be harder to handle as it is anonymous and can impact all aspects of your life.                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• <b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Report the bullying to the website and block the user.</li> <li>• Do not Retaliate</li> <li>• Screenshot evidence of the bullying.</li> </ul> |

| Further sources of information and advice.                                   |                                                                                                                                                                                                         |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="mailto:concern@magnusacademy.co.uk">concern@magnusacademy.co.uk</a> | This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.                                                                         |
| Childline.org.uk<br>0800 1111                                                | Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill. |
| National Bullying Helpline                                                   | <a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>                                                                                                   |
| NSPCC                                                                        | Helpline: 0808 800 5000 (24 hours, every day)<br>Nspcc.org.uk                                                                                                                                           |
| Who can you turn to for help and support                                     |                                                                                                                                                                                                         |
| Parents or trusted family members                                            | The police                                                                                                                                                                                              |
| Teachers or school staff                                                     | Friends                                                                                                                                                                                                 |