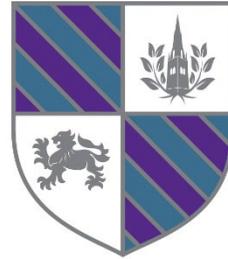


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: January 2026

Year 7

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

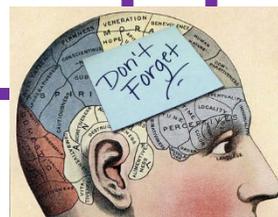
Determination – Integrity – Ambition – Humility – Compassion

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 3 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><u>Music</u></p> <p>Harrod, Elisa, 2010 <i>How to Improve at Playing the Piano</i> TickTock</p>	<p><u>History</u></p> <p>Davies, Kate, 2013 <i>The Middle Ages</i> Usborne</p> <p>Harrison, Paul, 2015 <i>King John</i> Wayland</p> <p>Krasner, Barbara, 2019 <i>Bubonic Plague: how the black death changed history</i> Raintree</p> <p>Senker, Cath, 2007 <i>The Black Death 1347-1350</i> Raintree</p>	<p><u>PE</u></p> <p>2007 <i>Rowing</i> A & C Black</p> <p>English Hockey Association, 2008 <i>Hockey</i> A. & C. Black</p> <p>Heneghan, Judith 2016 <i>Mad about Gymnastics</i> Wayland</p> <p>Storey, Rita, 2010 <i>Hockey</i> Franklin Watts</p> <p>Wood, Alix 2019 <i>Gymnastics</i> Wayland</p>
<p><u>Science</u></p> <p>Spilsbury, Richard, 2015 <i>Cells</i> Raintree</p> <p>Spilsbury, Louise, 2015 <i>Micro-organisms</i> Raintree</p>	<p><u>Computing</u></p> <p>Gifford, Clive, 2015 <i>Computer Networks</i> Wayland</p> <p>Saeed, Shahneila, 2015 <i>The quick experts guide to computing and programming</i> Wayland</p>	
<p><u>English</u></p> <p>Dowswell, 2014 Paul, <i>World War I</i> Wayland</p> <p>Moses, Brian, 2014 <i>What are we fighting for? : new poems about war</i> Macmillan Children's Books</p>		
<p><u>Drama</u></p> <p>J.K. Rowling, 2017 <i>Harry Potter and the Cursed Child</i> Sphere</p>	<p><u>Dance</u></p> <p>Claybourne, Anna 2011 <i>Bhangra & Bollywood</i> Wayland</p> <p>Gogerly, Liz 2011 <i>Capoeira</i> Wayland</p>	<p><u>Art</u></p> <p>Millidge, G.S, 2008 <i>Draw dragons and other fantasy beasts</i> New Holland</p>
<p><u>Geography</u></p> <p>Dicker, Katie 2024 <i>Climate Change</i> Franklin Watts</p> <p>Green, Jen 2010 <i>Weather and Seasons</i> Wayland</p>	<p><u>Religious Studies</u></p> <p>Magloff, Lisa 2005 <i>Sikh gurdwara</i> Atlantic Europe</p>	<p><u>PSHE</u></p> <p>Morgan, Nicola, 2017 <i>The Teenage Guide to Friends</i> Walker Books</p> <p>Young, Caroline, 2023 <i>Friendship Survival Guide</i> Usborne</p>

Year 7 HT3— WW1 Poetry



1. Context:

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



2. Contextual Vocabulary:

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

3. Poetic Terminology:

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

4. Analytical Paragraphs:

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

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Written methods

Multiplication (Grid method)

26 x 5

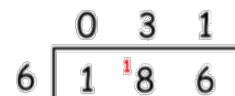
×	20	6
5	100	30

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

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

Division (Bus stop)

186 ÷ 6



6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

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

24.4

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

24.36

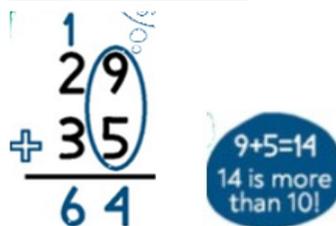
Draw in your line then check the number to the right

Multiplying Integers

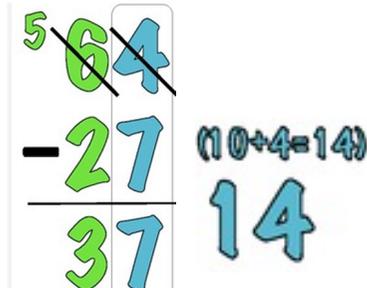
If the signs are the same, the result is positive.

+ x + = + - x - = +
 + x - = - - x + = -

Column Addition



Column Subtraction



Adding Negative Numbers

+ add + Add the numbers; end result is a positive
 E.g. 3 + 5 = 8

+ add - Find the difference between the numbers; end result takes the sign of the number with largest magnitude.
 E.g. 3 + - 5 = -2

- add - Add the integers; end result is a negative
 -3 + -5 = -8

Specialised Cells

Specialised Plant and Animal Cells

sperm cell
These cells carry half the genetic information. They have tails to swim towards the egg cell

red blood cell
These cells are adapted to carry oxygen to cells and carbon dioxide away from them

nerve cell
These cells can be very long (upto 2m) to carry messages around the body.

muscle cell
These cells can change their length to help us move.

root hair cell
The root hair gives these cells a bigger surface area to take in water from the soil.

ciliated Epithelial Cell
These cells are found in tubes leading to the lungs and in the oviduct. The hairs (called cilia) move dirt out of the lungs and help to move eggs along the oviduct.

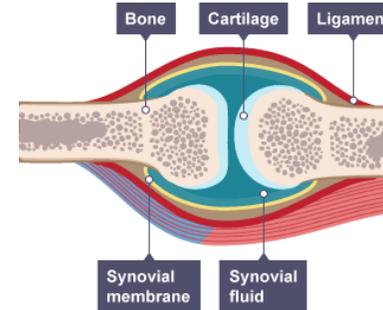
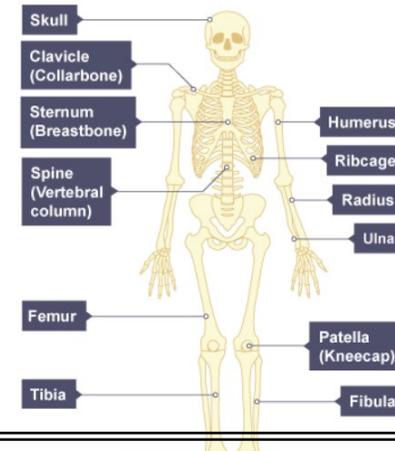
palisade cell
These cells contain chloroplasts to help the plant make food by photosynthesis.

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

The Skeletal and Muscular Systems

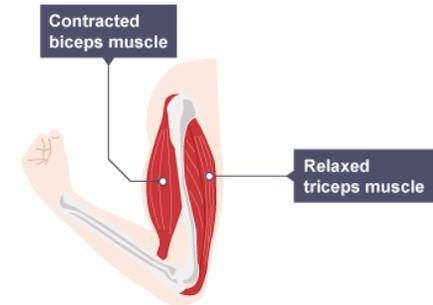
The skeleton has four main functions:

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



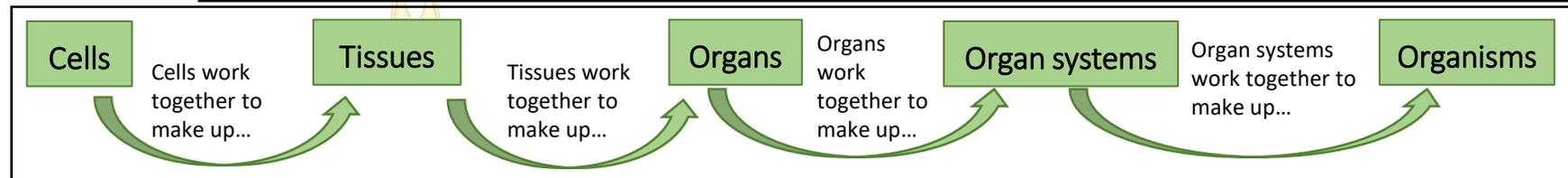
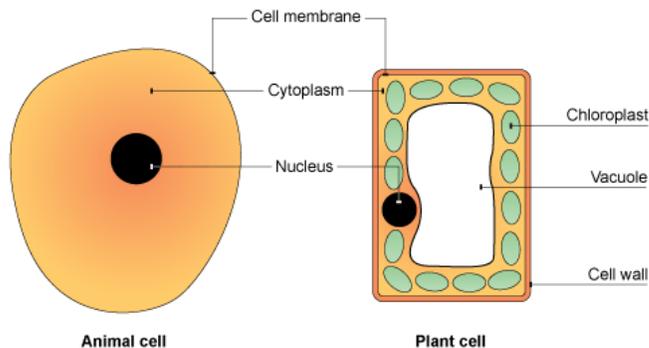
Bones are linked together by **joints**. Most joints allow different parts of the skeleton to move. Different types of synovial joint allow different types of movement. There are two types of joints:

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



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

Animal and Plant Cells



The different factors that create climate zones

Latitude

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

Altitude

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

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

Prevailing winds

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

What is the evidence for climate change?

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

Technical Vocabulary

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

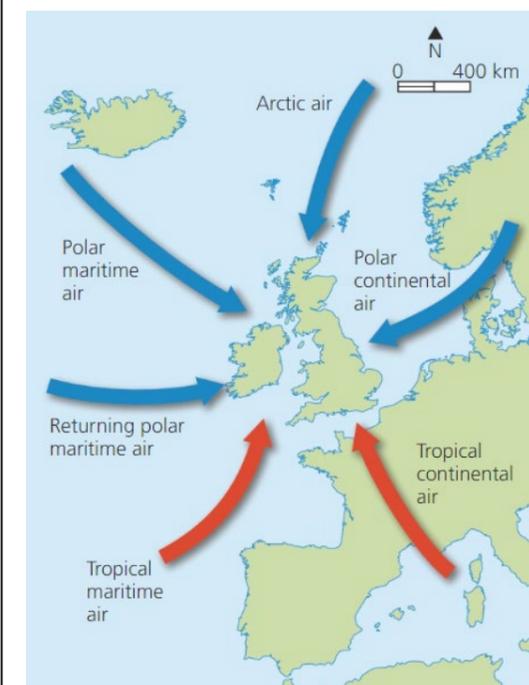
What is climate?

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

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

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

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



The Black Death

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

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

TECHNICAL VOCABULARY

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

King John & the Magna Carta

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



Baronial Wars vs Peasant's Revolt.

How it started?	
It began at Runnymede in 1215 . King John faced by the determined opposition of the Barons and Church, accepted Magna Carta. He failed to follow the rules which angered the Barons .	In May 1381 a Poll Tax Collector was attacked by peasants in village in Essex. The news spread to other parts of England.
Who led the ...	
A Baron called Robert Fitzwalter led a group of rebellious Barons, They turned to King Philip's (King of France) son, Prince Louis for support .	A man called Wat Tyler led the peasants . They burned houses and attacked rich people.
They marched towards London. They planned to demand that the King put an end to the Poll Tax and the harsh living conditions. On 13th June 1381 , the peasants ran through London burning buildings.	
How it ended?	
The French Prince arrived in Kent in May 1216 and he and the rebel barons soon controlled the whole of South East England. King John died in October 1216 and his nine-year-old son, Henry III, succeeded him .	On 14th June 1381 . The King met the peasants in London. They argued. The peasants broke into the Tower of London and killed 2 of the Kings loved advisors.
The young King was supported by a group of loyalists led by William Marshall, 1st Earl of Pembroke . Marshall secured the support from the Papal Legate and won crucial victories at Lincoln and Dover 1217. The Barons' enthusiasm for rebellion evaporated and a formal peace was signed in November .	On 15th June 1381 the King met the peasants outside the city at a place called Smithfield. Wat Tyler was rude to the King and he ended up being killed by one of the King's men . Nobody knows exactly how he died. The Peasants Revolt was over.

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

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

MONARCHY

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

RELIGION

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

INVASION

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

POLITICAL REFORM

Power and the People

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

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

CONFLICT

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

REVOLUTION

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

TAX & ECONOMY

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

¿Dónde vives? ¿Cómo es tu rutina diaria?

Week 1

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



Week 2

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

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

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

Dance: Year 7 Cultural Dance

What are we studying in this unit of dance?

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

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

WHAT IS BOLLYWOOD? Bollywood is the nickname given to the Indian film industry - it's a play on the word Hollywood. The B comes from Bombay (also known as Mumbai), a big city in India. Bollywood dance is the dance-form used in the Indian films. It is a mixture of numerous styles. These styles include belly-dancing, *kathak*, Indian folk, Western pop, and modern jazz. Dancing in Bollywood films is modelled on Indian dance: classical dance, dances of North-Indian courtesans (tawaif) or folk dances. In modern films, Indian dance blends with Western dance styles as seen on MTV or in Broadway musicals; Western pop and classical-dance numbers are commonly seen side-by-side in the same film. The hero (or heroine) often performs with a troupe of supporting dancers.



Beneath the fizz is a series of historic symbols and traditions, which originate in India's numerous traditional dance forms. Hand movements that act as a form of sign language to help to tell a story or demonstrate themes such as weather, animals or places.

WHAT IS CAPOEIRA? Capoeira is a Brazilian martial art disguised as a dance and performed to musical instruments and traditional Brazilian songs. It is made up of specific offensive and defensive movements and, unlike in other martial arts, the participant is constantly in motion because of the basic movement, the ginga (Jenga). The movements also consist of positions on the ground, kicks, sweeps and acrobatics.



HISTORY Capoeira's history begins with the adoption of African slavery by Portuguese colonists in Brazil. Since the 16th century, Portugal extensively adopted slavery to man their colonies, coming mainly from West and Central Africa. Brazil, with its vast territory, was the major destination of African slaves, receiving 38.5% of all slaves sent by ships across the Atlantic Ocean. Capoeira has a long and controversial history, since historical documentation in Brazil was very scarce in its colonial times. Evidences, studies and oral tradition leave little doubt about its Brazilian roots, but it is impossible to precisely identify the exact Brazilian region or time it began to take form.

SUBJECT TERMINOLOGY

Cultural Dance	Traditions of a particular culture which is represented through dance
Capoeira	Means freedom
Ginga (Jenga)	Is the fundamental movement in capoeira (rocking back and forth; to swing). It is a transitioning movement that prevents the person being an easy target.
Escape (block)	Is a defensive capoeira movement used to escape an offensive movement such as a kick
Mirroring	this technique requires dancers to do the same movement at exactly the same time facing each other
Bollywood	The style of dance used in the Indian film industry
Relationships	The ways in which dancers interact; the connections between dancers.
Mental Skills	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve.
Spatial Awareness	Consciousness of the surrounding space and its effective use
Accompaniment	The sound that you hear during a dance. For example, percussion
Appreciation	Recognition and understanding of the qualities of dance

WHAT IS AFRICAN DANCE?

African dance moves all parts of the body. Angular bending of arms, legs, and torso; shoulder and hip movement; scuffing, stamping, and hopping steps; asymmetrical use of the body; and fluid movement are all part of African dance.



In Africa, dance is a means of marking life experiences, encouraging abundant crops, honouring kings and queens, celebrating weddings, marking rites of passage, and other ceremonial occasions. Each dance has its own origin, closely related to the culture and beliefs of the tribe that created it. Dances are passed down to younger generations. The young learn the movements; many dances have remained the same for generations. African rhythms expanded from Africa to America, mostly through the forced migrations of Africans taken as slaves. Rhythms like salsa, Afro-Cuban jazz, Brazilian samba, Colombian cumbia, Venezuelan drums, and many others have African roots. Today, traditional dances are strongly tied to cultural identity and continue to be practiced both for their symbolic meaning and as a way to preserve cultural heritage.

Approaching a script

How to approach a script using prior context:

Ask yourself the following questions:

- Who is my character?
- What is their age?
- Where are they right now?
- Who are they with?
- Do you know what happened before this? If no, make an educated guess based on what is happening in the scene,



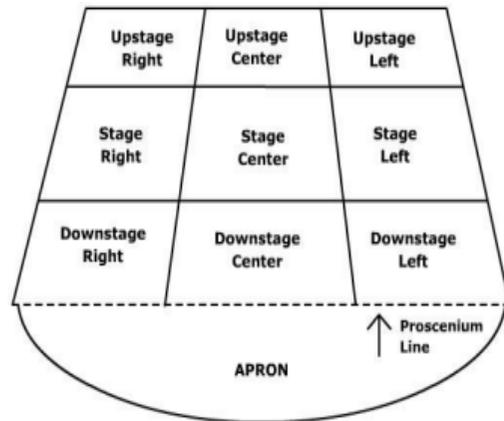
How to infer what a character is thinking or feeling through subtext:

"Yeah, I'm just great thanks, Ron" *She said sarcastically as she rolled her eyes.*

- Stage directions often tell us exactly what we are looking for.



Stage positions from the audience's perspective:



Steps to a good performance.

Collaborate as a group and discuss initial ideas



Use the script to decide on what happened before this scene



Use Facial expression, gestures, vocal tone and movement to create a believable character



Perform confidently

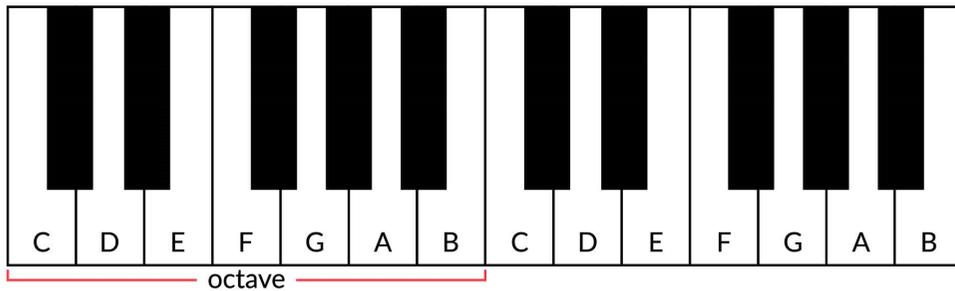


Subject Terminology

Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Projection	Using a loud volume to make sure you are heard.
Stage Positions	Where you stand on stage to determine your status at any given time.
Vocal Tone	Showing emotion through your voice.

Keyboard Skills

A. Layout of a Keyboard/Piano



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

D. Keyboard Functions



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



Exploring Treble Clef Reading and Notation

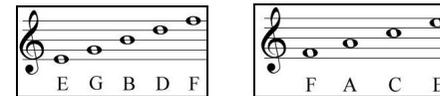


B. Treble Clef & Treble Clef Notation

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



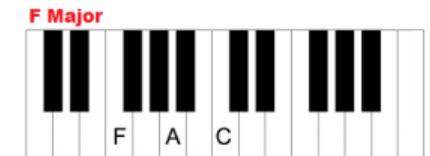
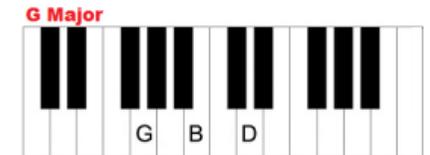
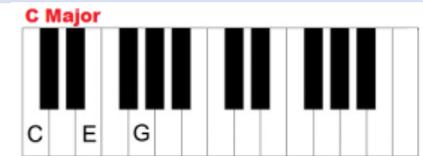
Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



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



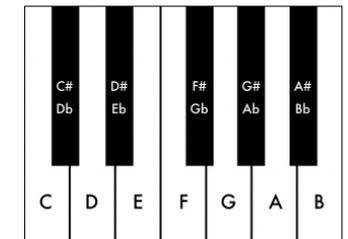
C. Keyboard Chords



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

F. Black Keys and Sharps and Flats

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



TECHNICAL VOCABULARY

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

Can you name these mythical hybrids?

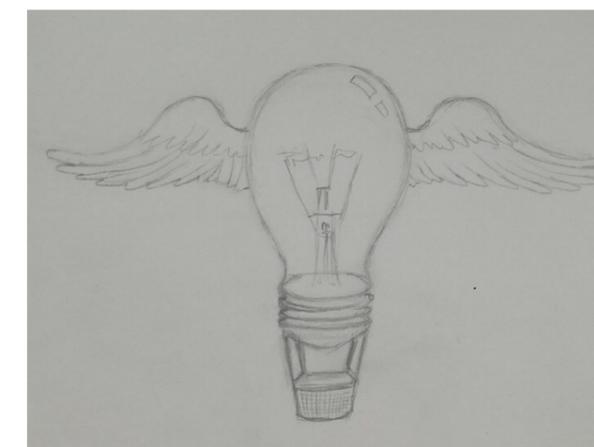


Create your own hybrid from 3 different subjects, on a piece of plain paper. You can combine anything you like from animals to objects to cartoons. Below are 2 examples. You can do this as a line drawing only or add colour if you are able to.

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



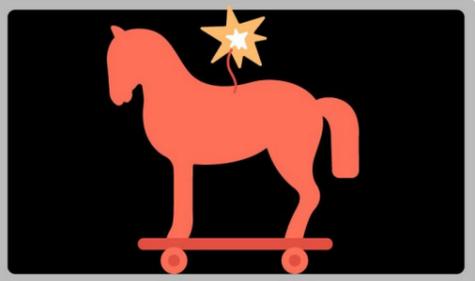
Example 2 is a combination of;
 1.Lighth bulb
 2.Hot air balloon
 3.Angel wings



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

Box 1 - Subject terminology	
Internet	The Internet is the physical connection between each online device (PC, mobile phone, tablet, laptop, game consoles etc.) making up a global interconnected network (Inter-Net)
World Wide Web	The World Wide Web (WWW) is a service provided by the internet, it is the non-physical software which incorporates every website and web page to one another in a global network of websites.
E-Safety	e-Safety can also be called 'internet safety', 'online safety' or 'web safety'. e-Safety is often defined as the safe and responsible use of technology. This includes the use of the internet and other means of communication using electronic media (e.g., text messages, gaming devices, email etc.).
Username	A Username is a special name given to a person to uniquely identify them on a computer network. Also called account names, login IDs, or user IDs, usernames are given to a person by the network administrator, or they are selected by the user.
Password	A word, phrase, or series of letters, numbers, and symbols a user chooses and keeps secret from others to be able to access their own information or account. Commonly passwords are used for a variety of activities like logging onto school computers and pupils email accounts. Never give out your password to people you don't know.
Cyberbullying	Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
Malicious Software	Malware, or malicious software, is any program or file that is intentionally harmful to a computer, network, or server.
Phishing	Phishing is a fraudulent practice in which an attacker masquerades as a reputable entity or person in an email or other form of communication.
Pharming	Pharming is a term used to describe a type of cyber-attack that redirects users to fraudulent websites or manipulates their computer systems to collect sensitive information.
Online abuse	Online abuse is an umbrella term which covers all types 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. It includes Cyberbullying, Online blackmail etc.

Box 3 – Username & Passwords	
	
<p>A strong password:</p> <ul style="list-style-type: none"> at least eight characters long a mixture of numbers, uppercase and lowercase letters and other symbols, e.g. !@#£\$ not a real word impossible to guess. <p>A weak password:</p> <ul style="list-style-type: none"> the word 'password' your favourite colour/favourite football team/pet's name a single letter 	<p>Username and Password safety: 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"> Access private information The placing of malicious software The illegal access of banking information To damage the computer system or files

Box 2 – Malicious Software		
		
<p>Virus - A computer virus is a type of malware that attaches to another program (like a document), which can replicate and spread after a person first runs it on their system.</p>	<p>Trojan - A trojan is a computer program that gets access to a computer or system by appearing to be harmless but is designed to do something damaging.</p>	<p>Spyware - Spyware is defined as malicious software designed to enter your computer device, gather data about you, and forward it to a third-party without your consent.</p>
		
<p>Worm - A computer worm is a type of malware that spreads copies of itself from computer to computer. It can replicate itself without any human interaction and does not need to attach itself to a software program.</p>	<p>Ransomware - Ransomware is a type of malware which prevents you from accessing your device and the data stored on it, usually by encrypting your files.</p>	

Box 4 – Web Browser/Internet Service Providers/Search Engine		
Web Browser		A web browser is a software which allows a user to view websites which are located on the world wide web.
Internet service providers		An internet service provider (ISP) provides users with a direct connection to the internet where they can access the world wide web and other services.
Search Engine		A search engine allows a user to seek out and find information relating to the query/question they pose i.e. what is the internet?

5 Main Sikh Beliefs

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

Key Word	Meaning
Sikh	A person who follows Sikhism
Guru	The Sikh word for teacher
Mool Mantra	The opening passage of the Guru Granth Sahib which sums up belief in God
Gurdwara	The place where Sikhs meet to worship
Guru Granth Sahib	The name given to the Sikh holy book.
Monotheism	The belief in one God
Guru Nanak	The founder of Sikhism
Khalsa	The name given to Sikhs who have made a commitment to their religion
The Five K's	Five items that Sikhs wear to show they are committed to their religion
Langar	A free kitchen (often in a Gurdwara) where Sikhs volunteer to help. A free meal is served here.

5 Main Sikh Practices

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



Year 7 Sikhi Belief and Practice

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



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



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



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



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



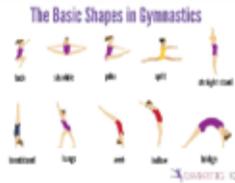
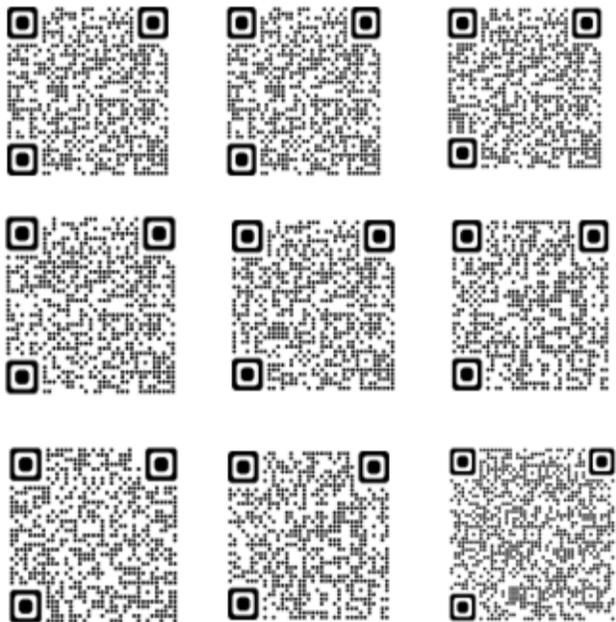
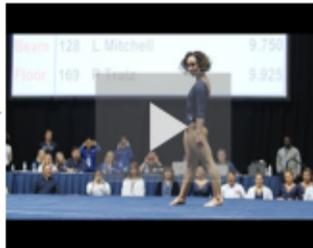
5
Draw handle into body with overhand grip and hands to the edge of the handles.

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

HT3 – Subject: PE – Y7 – Hockey

Hockey- Rules of the game	Hockey- Positions	Hockey- Key Skills
<p>Game the aim of the game is to score goals past the opposition's goalkeeper. A competitive game is usually 70 minutes, in two halves. The team with the most goals wins the game.</p> <p>Start of play the game begins with a pass from the centre, on the halfway line. Defenders must be five yards away from the ball. This also happens after half time and when a goal is scored.</p> <p>Scoring a goal when a player hits the ball in between the goalposts and over the line from within the shooting circle.</p> <p>Footwork you must not touch the ball with your feet.</p> <p>Tackling only 1 person to tackle a player at a time</p> <p>Free hit is given if the ball touches your feet, you use the wrong side of your stick, ball is lifted too high or if there is a stick tackle.</p> <p>Common Fouls:</p> <ul style="list-style-type: none"> • Hitting the ball off another player with the intent of causing harm. • Deliberately using the body to assist in moving or stopping the ball. • Hitting the ball with the rounded side of the hockey stick. • The stick being raised above waist height. • Striking the opponent with the stick (or striking their stick, if deemed excessive force). 	<div data-bbox="808 236 1384 592" data-label="Diagram"> <p>The diagram shows a rectangular field 100 yards long and 25 yards wide. It features a central circle (Centre Circle) with a 7-yard radius, two 16-yard shooting circles, and two 7-yard penalty shooting circles. Player positions are marked with 'X' and labeled: GOALIE, SWEEPER, FULLBACK, MIDFIELDER, LEFT WING, INNER, RIGHT WING, and INNER. Lines include the Alley Line, Sideline, and End Line (Goal Line).</p> </div> <div data-bbox="752 632 994 695" data-label="Section-Header"> <h3>HOLDING A HOCKEY STICK</h3> </div> <div data-bbox="752 743 1037 842" data-label="Text"> <p>Place the hockey stick flat on the ground, with the toe pointing up.</p> </div> <div data-bbox="752 887 1050 1023" data-label="Text"> <p>Lay both hands on top of the stick with the right hand lower on the grip than the left hand.</p> </div> <div data-bbox="1167 879 1397 1158" data-label="Image"> <p>A photograph of a player in a dark kit crouching on a green field, holding a hockey stick with both hands on top of the grip. The right hand is positioned lower than the left hand.</p> </div> <div data-bbox="752 1070 1043 1206" data-label="Text"> <p>Ensure the palms are facing down and fingers are touching the ground next to the stick.</p> </div> <div data-bbox="752 1251 1037 1315" data-label="Text"> <p>Pick up the stick using a handshake technique.</p> </div> <div data-bbox="1099 600 1429 874" data-label="Text"> <p>There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.</p> </div> <div data-bbox="1099 1193 1451 1369" data-label="Text"> <p>Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents.</p> </div>	<p>Controlling the ball a variety of skills to control the ball including dribbling, stopping and striking.</p> <p>Dribbling Straight Dribble the ball never leaves your stick. Loose Dribble you continually tap it forward while sprinting.</p> <div data-bbox="1715 472 1944 655" data-label="Image"> <p>A photograph of a player in a red shirt and black shorts performing a loose dribble, tapping the ball forward with their stick while moving.</p> </div> <p>Striking Hit Striking or 'slapping' the ball using a swinging movement of the stick. Push moving the ball along the ground using a pushing movement of the stick. Long Pass is an attacking skill. Shot at goal is the action of an attacker attempting to score by playing the ball towards the goal from within the circle. Attacking includes dribbling or passing the ball in order to create the opportunity to score. Defending includes preventing the opponents from passing, dribbling or scoring.</p> <div data-bbox="1776 1209 1883 1302" data-label="Image"> <p>A photograph showing two players in action on a field, competing for the ball with their sticks.</p> </div>

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

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

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



Good friendships go both ways!



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

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

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

Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill.
Childnet.com	Organisation created to help young people stay safe online. You use their website to learn more about staying safe online.
NSPCC 0808 800 5000	Fighting for every childhood. The work they do is to keep children safe
National Bullying helpline	https://www.nationalbullyinghelpline.co.uk/
999	This is the number to call if you need the emergency service for something, such as ambulance, fire, police, or coastguard.