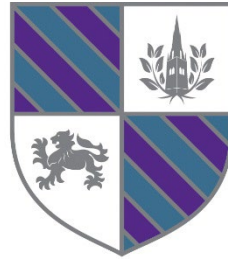


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## Knowledge Organiser: June 2026

### Year 7

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

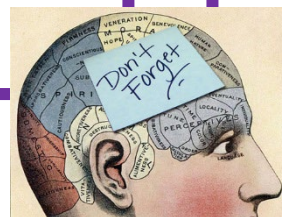
Determination – Integrity – Ambition – Humility – Compassion

## 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 6 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>PE</u></b></p> <p>Amstutz, Lisa J, 2016 <i><b>The Science behind Athletics</b></i> Raintree</p> <p>Gifford, Clive 2016 <i><b>Athletics</b></i> Franklin Watts</p> <p>National Rounders Association, 2006 <i><b>Rounders</b></i> A C &amp; Black</p>	<p><b><u>Spanish</u></b></p> <p>Brooks, Susie, 2014 <i><b>Unpacked: Spain</b></i> Hachette Children's Group</p> <p>Ganeri, Anita, 2017 <i><b>Journey Though Spain</b></i> Hachette Children's Group</p> <p>Hustad, Douglas, 2021 <i><b>Your Passport to Spain</b></i> Capstone Global Library Ltd</p>	<p><b><u>Science</u></b></p> <p>Claybourne, Anna, 2019 <i><b>All about sound</b></i> Raintree</p> <p>Gray, Leon, 2020 <i><b>All about light</b></i> Raintree</p> <p>Orme, David, 2010 <i><b>Inside Earth</b></i> QED</p>
<p><b><u>Art</u></b></p> <p>Brighton, Andrew, 2001, <i><b>Francis Bacon</b></i> Tate</p>	<p><b><u>PSHE</u></b></p> <p>Claybourne, Anna, 2016 <i><b>Puberty and Growing up</b></i> Franklin Watts</p>	<p><b><u>Music</u></b></p> <p>Fleming, Tom, 2017 <i><b>Ukulele for beginners</b></i> Amber Books</p>
<p><b><u>History</u></b></p> <p>Ganeri, Anita, 2014 <i><b>Life during the industrial revolution</b></i> Raintree</p> <p>Gifford, Clive, 2009, <i><b>The Industrial Revolution</b></i> Wayland</p> <p>Gifford, Clive, 2013, <i><b>The who's who of-- the Industrial Revolution</b></i> Wayland</p> <p>Hubbard, Ben, 2015 <i><b>Stories of women during the Industrial Revolution : changing roles, changing lives</b></i> Raintree</p>	<p><b><u>Computing</u></b></p> <p>Wainwright, Max, 2017 <i><b>I'm an advanced scratch coder</b></i> Wayland</p> <p>Scott, Mac, 2016 <i><b>A beginner's guide to Coding</b></i> Bloomsbury</p> <p><b><u>Maths</u></b></p> <p>Colson, Rob, 2018 <i><b>What are the chances? : probability, statistics, ratios and proportions</b></i> Franklin Watts</p>	<p><b><u>Geography</u></b></p> <p>Amson-Bradshaw, Georgia, 2017 <i><b>The Water Cycle</b></i> Franklin Watts</p> <p>Brundle, Joanna, 2018, <i><b>Erosions and sinkholes</b></i> BookLife</p> <p><b><u>Drama</u></b></p> <p>Dahl, Roald, 2016 <i><b>Charlie and the Chocolate Factory</b></i> Puffin</p>

# English Year 7 HT6 — Writing

## R Rules for using relative clauses:

### 1 1. Placement

A relative clause comes immediately after the noun it modifies.

Example: *The man **who lives next door** is friendly.*

### 2 2. Relative Pronouns

**Who / Whom / Whose** → for people

**Which** → for things

**That** → for people or things (in defining clauses)

**Where / When / Why** → for places, times, reasons

Example: *The house **where I grew up** is old.*

### 3 3. Defining vs. Non-defining Clauses

**a. Defining (essential):** No commas; gives essential info.

*The car **that I bought yesterday** is blue.*

**b. Non-defining (extra info):** Use commas; adds nonessential info.

*My car, **which I bought yesterday**, is blue with a white roof.*

### 4. Omission of Relative Pronoun

In defining clauses, you can omit **who/which/that** if it's the object.

*The book (that) I read was amazing.*

### 5. Verb Agreement

The verb in the relative clause agrees with the noun it modifies.

*She is one of the students **who are working hard**.*  
(Plural verb because "students" is plural.)

### 6. Avoid Ambiguity

Place the relative clause close to the noun it modifies to avoid confusion.

**Wrong:** I gave the book to John **that was on the table**.

**Better:** I gave John the book **that was on the table**.

## Using parenthesis to embed a relative clause:

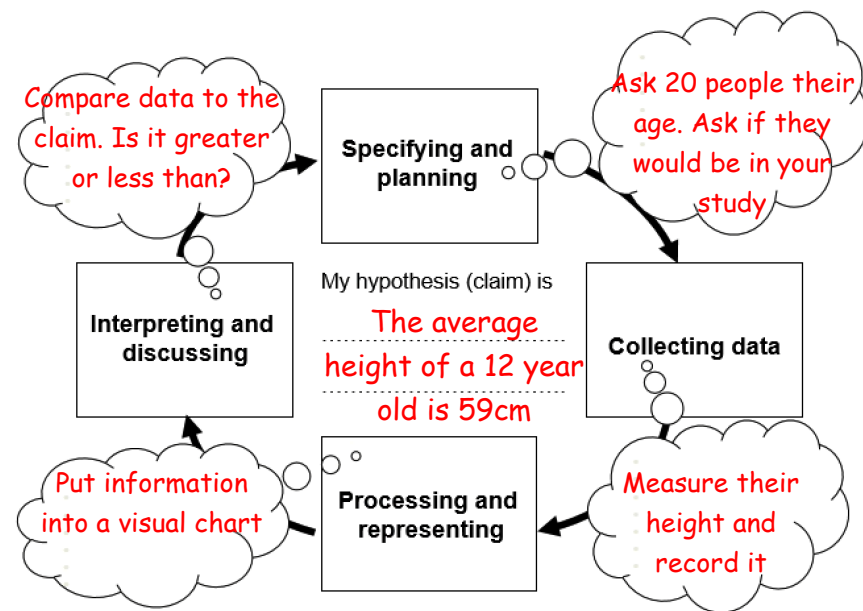
Parenthesis can be used to add a relative clause within a sentence. A **relative clause** is a type of subordinate clause (which doesn't make sense on its own) that modifies a noun or pronoun. It usually begins with a **relative pronoun** (who, whom, whose, which, that) or a **relative adverb** (where, when, why).

Relative pronoun: <b>Who / Whom / Whose</b> → for people	Michael Obi, <b>who was appointed headmaster</b> , wanted to modernize the school. Sherlock Holmes, <b>whose friendship with Dr. Watson is legendary</b> , appears in many stories. The manager, <b>whom I was advised to reach out to</b> , has not responded to my emails.
Relative Pronoun: <b>Which</b> → for things	The garden, <b>which</b> is filled with blooming roses, looks stunning in the morning sunlight. The room, <b>which</b> was decorated with vintage furniture, gave off a warm and nostalgic vibe.
Relative pronoun: <b>That</b> → for people or things (in defining clauses)	<b>No commas required when using that; it goes against the rule.</b> <i>The park <b>that</b> is near the river is beautiful.</i> <i>The book <b>that</b> you gave me is on the table.</i>
<b>Where / When</b> → for places, times, reasons	The village, <b>where my grandparents lived</b> , is surrounded by hills. Last summer, <b>when we travelled to Italy</b> , was the best holiday of my life.

## Relative pronouns:

**Who / Whom / Whose** → for people  
**Which** → for things  
**That** → for people or things (in defining clauses)  
**Where / When / Why** → for places, times, reasons

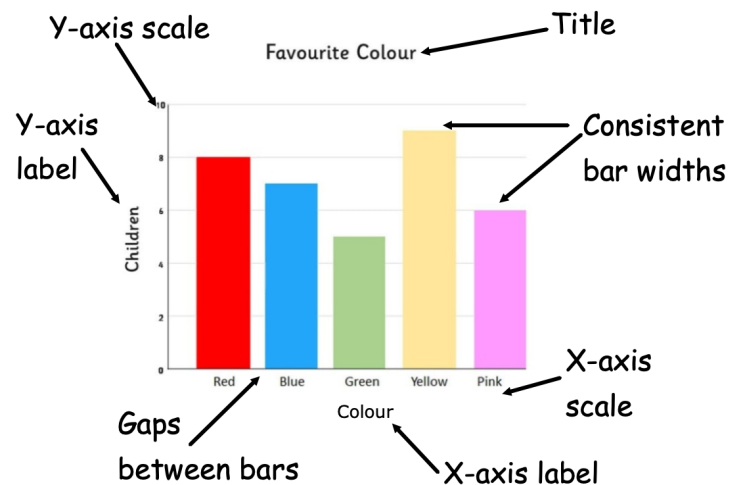
Data Handling Cycle - Carrying out a statistical investigation



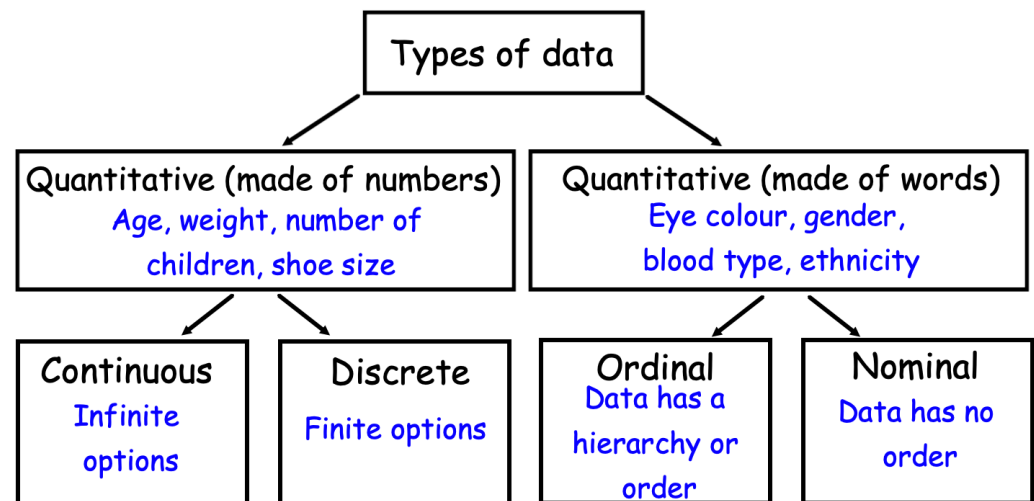
Subject Terminology

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

Key features of a Bar Chart



Types of data



### Order of Operations

**Inverse Operations**

+ ↔ -  
 x ↔ ÷  
 $\square^2 \leftrightarrow \sqrt{\square}$   
 $\square^3 \leftrightarrow \sqrt[3]{\square}$

### Square Numbers

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

### Cube Numbers

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

### Written methods

#### Multiplication (Grid method)

$26 \times 5$

<b>x</b>	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown. The results are then added,  $100 + 30 = 130$ .

#### Division (Bus stop)

$186 \div 6$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \\ \underline{6 \phantom{00}} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

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

### Multiplying Integers

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

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

### Column Addition

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

$9+5=14$   
 14 is more than 10!

### Column Subtraction

$$\begin{array}{r} 5 \\ \cancel{6}4 \\ - 27 \\ \hline 37 \end{array}$$

$(10+4=14)$   
14

### Adding Negative Numbers

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

### Rounding (to different degrees of accuracy)

\* 5 and above rounds up \*

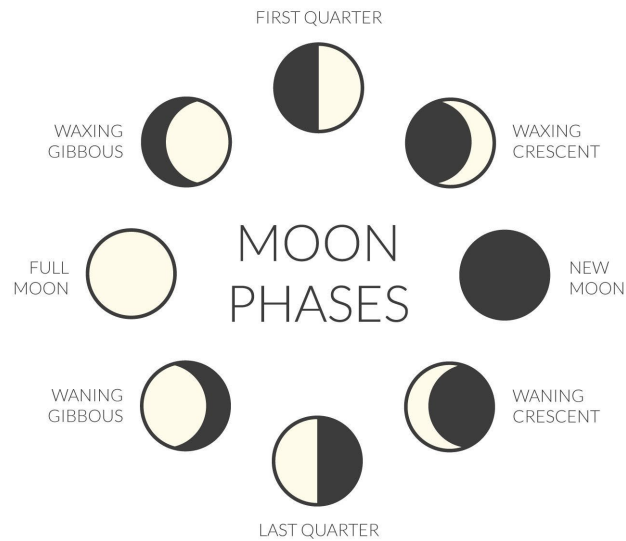
**24.356** To the nearest integer (whole number)  
24

**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

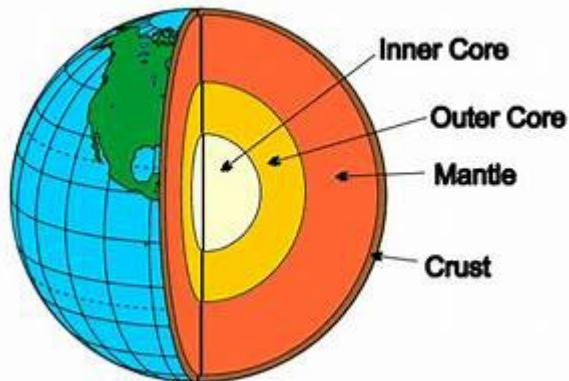
Draw in your line then check the number to the right

Phases of the moon

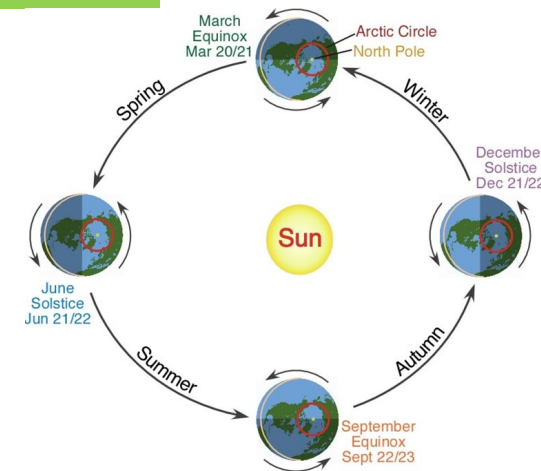
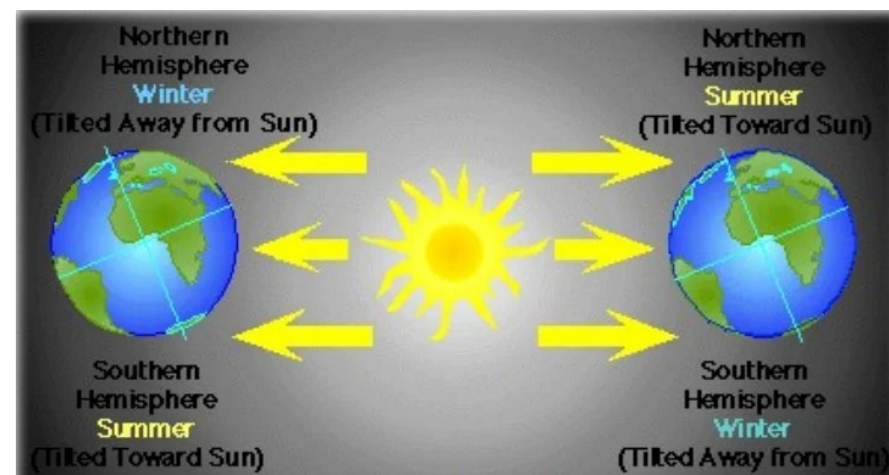


lava	Molten rock that is released from the Earth's core in a volcano or fissure.
Sedimentary	Rocks that are formed through the deposition of sediments, eg limestone and sandstone.
Igneous	Rocks that formed under very hot conditions within the Earth.
Metamorphic	A type of rock formed under intense heat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

The structure of the earth

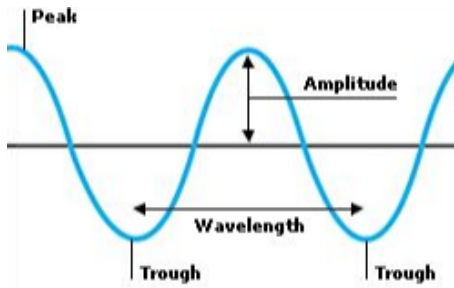


What causes Earth's season

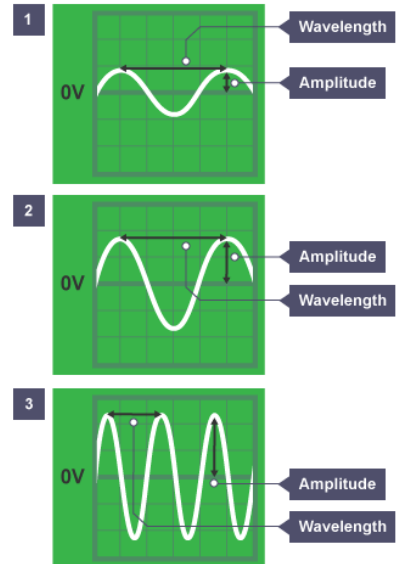


### Features of a wave

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



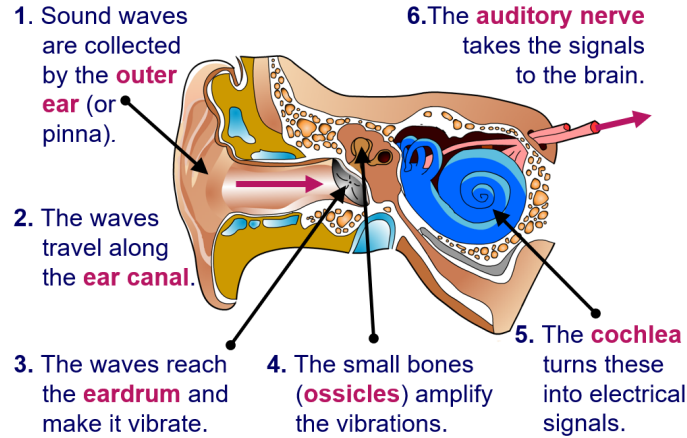
### Waves on an Oscilloscope



### Sound Waves

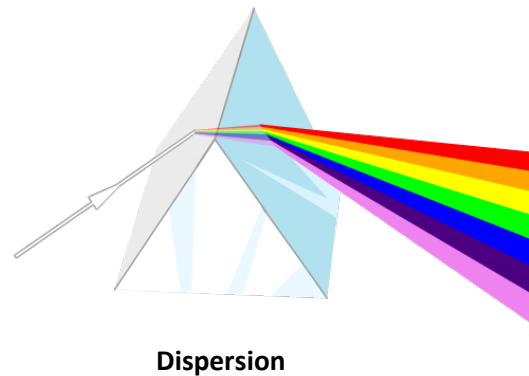
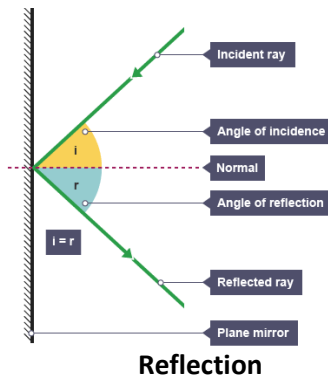
Sound travels as a longitudinal wave transferred by vibrating particles. This means that sound must travel through a medium and cannot pass through a vacuum. Sound in air travels at around 330 m/s.

How does the ear work?

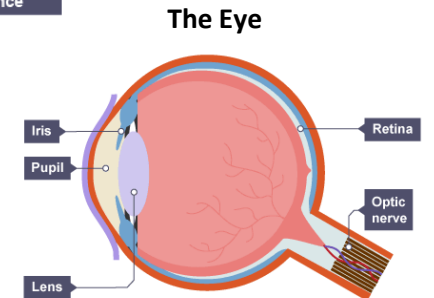
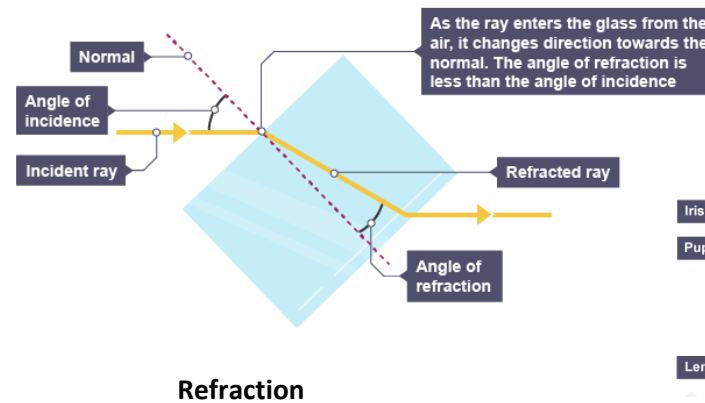


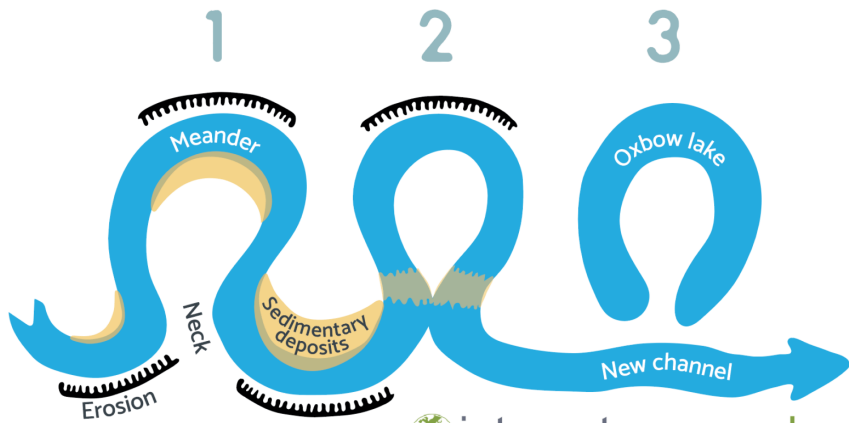
### Light Waves

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



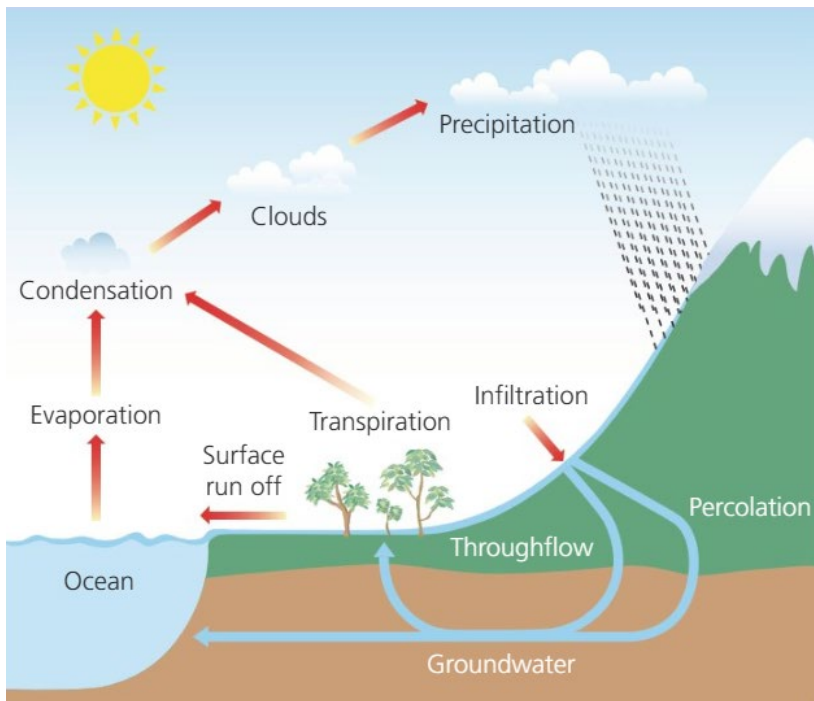
Subject Terminology	Definition
Amplitude	The maximum displacement of a wave. The distance from the centre of a wave's oscillation to a peak or a trough. For sound waves, a higher amplitude means a louder sound.
Wavelength	The distance between a point on a wave and the same point on the next wave.
Frequency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



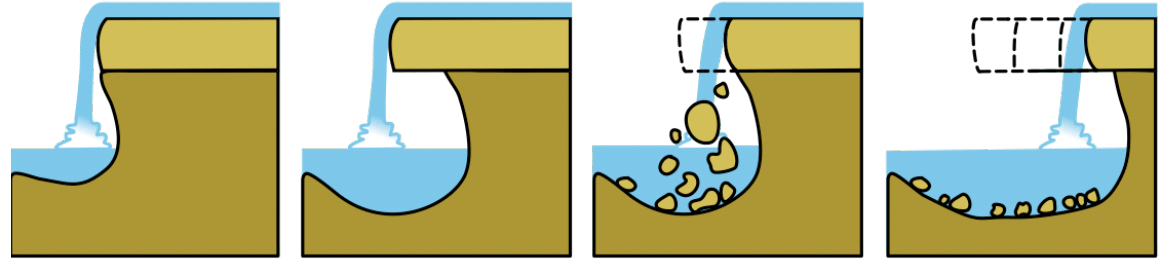


internet geography

## OXBOW LAKE FORMATION



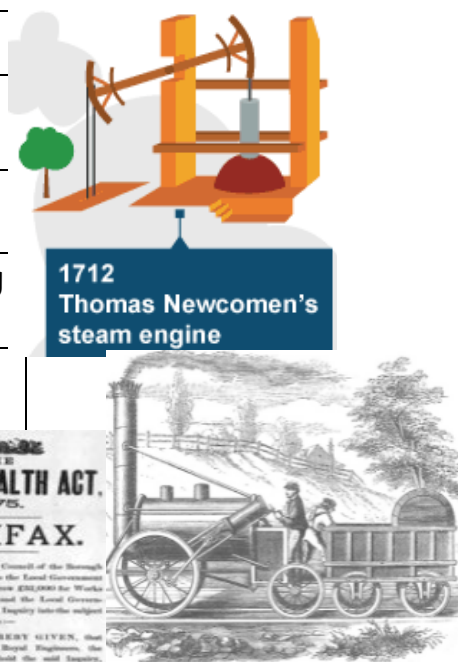
## The formation of a waterfall



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

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

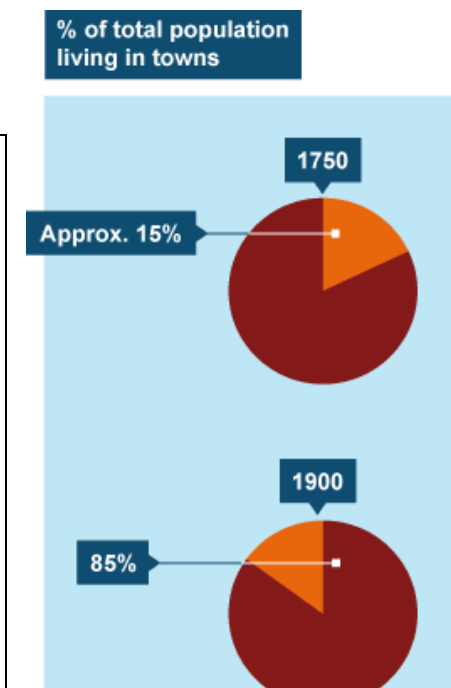
Key Dates	
1712	The first practical steam engine is invented by Thomas Newcomen
1776	The first workable steam engine was built.
1811	The Luddites attack factories in Great Britain smashing machines in a protest against industry.
1824	Trade Unions are legalized in Great Britain.
1830	Opening of Liverpool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



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

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

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



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

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

<b>Robert Peel</b> Created and supported the Factories Act of 1844 which restricted the number of hours that children could work in factories as well as setting safety standards for machinery.	<b>Isambard Kingdom Brunel</b> One of the most influential engineers of the Industrial Revolution. Brunel built railways and ships and opened up Britain to a new network of industry	<b>John Snow</b> Snow was an English physician who discovered that the water in his local area was making everyone ill. His work led to the discovery of cholera and improved fresh water for thousands.	<b>Edward Jenner</b> Jenner discovered vaccination in 1796, he discovered that if you placed a small amount of disease in a human they were then able to fight it off in the future. This discovery saved millions of lives.	<b>Edwin Chadwick</b> Wrote a book called “The Sanitary Conditions of the Labouring Population” in 1842. This highlighted that living conditions in towns were worse for people’s health than conditions in the countryside.	<b>Seebohm Rowntree</b> Rowntree was an English sociological researcher. He researched people living in poverty and argued that the government needed to do more to help them.	<b>Richard Arkwright</b> Industrialist and inventor who is said to have built the world’s first modern factory.
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The foundations of the Industrial Revolution were laid during George II (1727 – 1760) reign, with new levels of production in industries such as coal and shipbuilding and also in agriculture.

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

## MONARCHY

The Catholic population increased during the Industrial Revolution due to the immigrants that came from Ireland that came to work in the coal mines and factories.

However, during the Industrial Revolution the attendance at church dropped. An 1851 survey showed that only about 40% of the population were at church on any given Sunday.

## RELIGION

## INVASION

Reform efforts during this time gave birth to a number of important changes in Great Britain.

These included mandatory public education, child labor laws and eight-hour workdays. The relentless struggle succeeded with the passing of the historic First Reform Act in 1832.

## POLITICAL REFORM

# Industrial Revolution

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

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

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

## CONFLICT

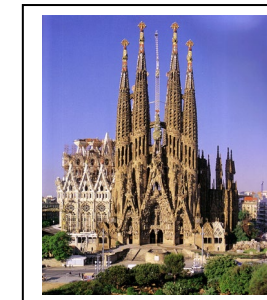
The upper class and working class led drastically different lives and exploitation of the workers led to intense class conflict.

## REVOLUTION

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

## TAX & ECONOMY

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



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

Week 1

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

Week 2

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

Week 3

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

Week 4

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

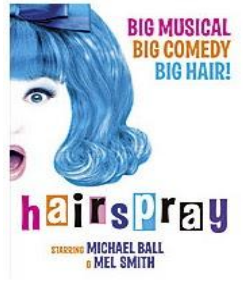
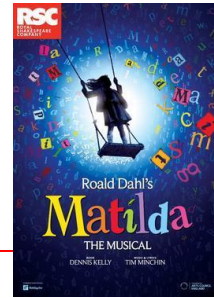


## **KEY QUESTION: What is a musical?**

A musical is a play or a film in which singing, acting and dancing play an essential and equal part. Musicals developed from light opera in the early 20th century.

### **KEY FEATURES OF MUSICAL THEATRE:**

- A combination of singing dancing and acting
- Catchy Songs
- Large casts
- An extravagant set & costume
- Narrative Structure



### **Mary Poppins:**

Mary Poppins the musical is based on the similarly titled Mary Poppins children's books by P. L. Travers and the 1964 Disney film. The stage production is a fusion of various elements from the two, including songs from the film. Mary Poppins tells the story of a magical nanny that looks after two children in London.

**Key extracts include Step in Time and A Spoonful of sugar.**



### **Key Themes/Features:**

- Guardian Angels
- Musicality
- Use of Props
- Call and Response

**Dance style:** Musical theatre is less of a particular style, and more of a description of dancing that is rooted in the history of Broadway musicals. Relying heavily on a knowledge of ballet, tap, and jazz, musical theatre dancers are actors and place a high focus on musical interpretation. Tap dance is a type of dance that uses the sounds of tap shoes striking the floor as a form of percussion

### **Matilda the Musical:**

Matilda the Musical is a stage musical based on the 1988 children's novel Matilda by Roald Dahl. The narrative centres on Matilda, a 5 year old girl with a magical gift. Matilda loves reading, overcomes obstacles caused by her family and school, and helps her teacher to reclaim her life.

**Key extracts include Revolting Children and Naughty.**

### **Key Themes/Features:**

- Independence
- Making a stand
- Levels

**Dance style:** The movement in Matilda the musical is a mixture of Jazz and Musical Theatre. Jazz dance is a technique that first emerged in the USA in the early twentieth century. It is a fast, energetic type of dance using a combination of isolations, pirouettes and gestures. The movement was developed from the books illustrations and the observations of young children.



### **Hairspray:**

Hairspray is an American musical based on John Waters' 1988 film of the same name. The musical is set in the 1960's in Baltimore. Hairspray tells the story of a young lady named Tracy whose dream is to dance on The Corny Collins Show. Tracy wins a role on the show leading to social change as she campaigns for the show's integration. Key extracts include Nicest Kids in Town and You Cant Stop the Beat.

### **Key Themes/Features:**

- Equality
- Social Change

**Dance style:** (1960's Dance styles) The styles of dance in Hairspray are 1960's styles of dance including The Madison which is a line dance that features a regular back-and-forth pattern interspersed with called steps and The Twist which is a style inspired by rock and roll music which involves swivelling the hips



**Roald Dahl Key Facts**

He invented 500 new words and character names

The Minpins was Dahl's last children's story



He wrote most of his books in his garden shed

His first children's book was "The Gremlins"

He fought in world war two and was a spy

His books were inspired by people and things around him



**Charlie and the Chocolate Factory**

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

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

**Subject Terminology**

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

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

**TECHNICAL VOCABULARY**

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

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

**How to Read Ukulele Tablature (TAB for short)**

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

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

When in play position string 1 is nearest the ground.  
When reading tablature String 1 is the top line.

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

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

**C Major**      **A minor**      **F Major**      **G Major**

## Religion and Art

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

## Religion and Music

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

## TECHNICAL VOCABULARY

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

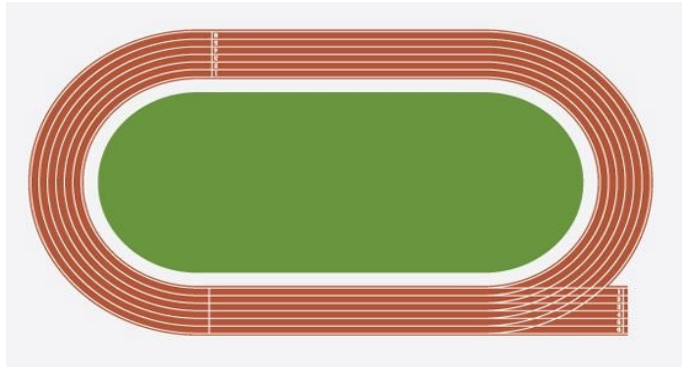
## Religion and expression

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



# Y7 HT6 Religion and Art

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

Key skills				Track events		Field events																																			
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# Half-Term 5/6: Subject – PE – Year 7 – Rounders

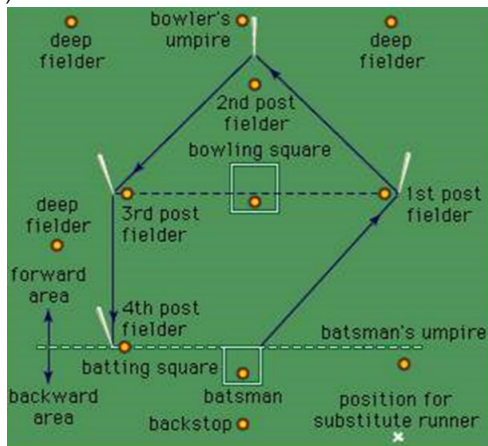
## Rules of the game

A player becomes 'out' of the innings when:

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

You can achieve scoring in Rounders by:

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



## Positions



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

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

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

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



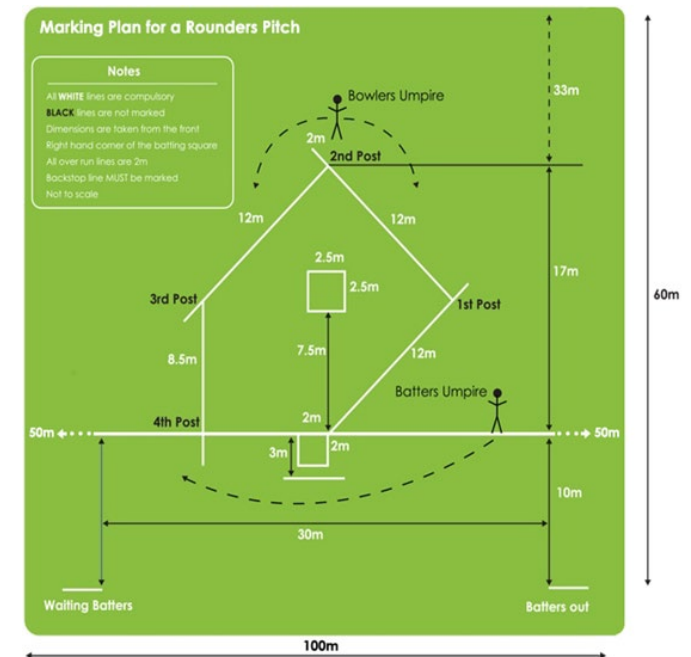
## Key Terms

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

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

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

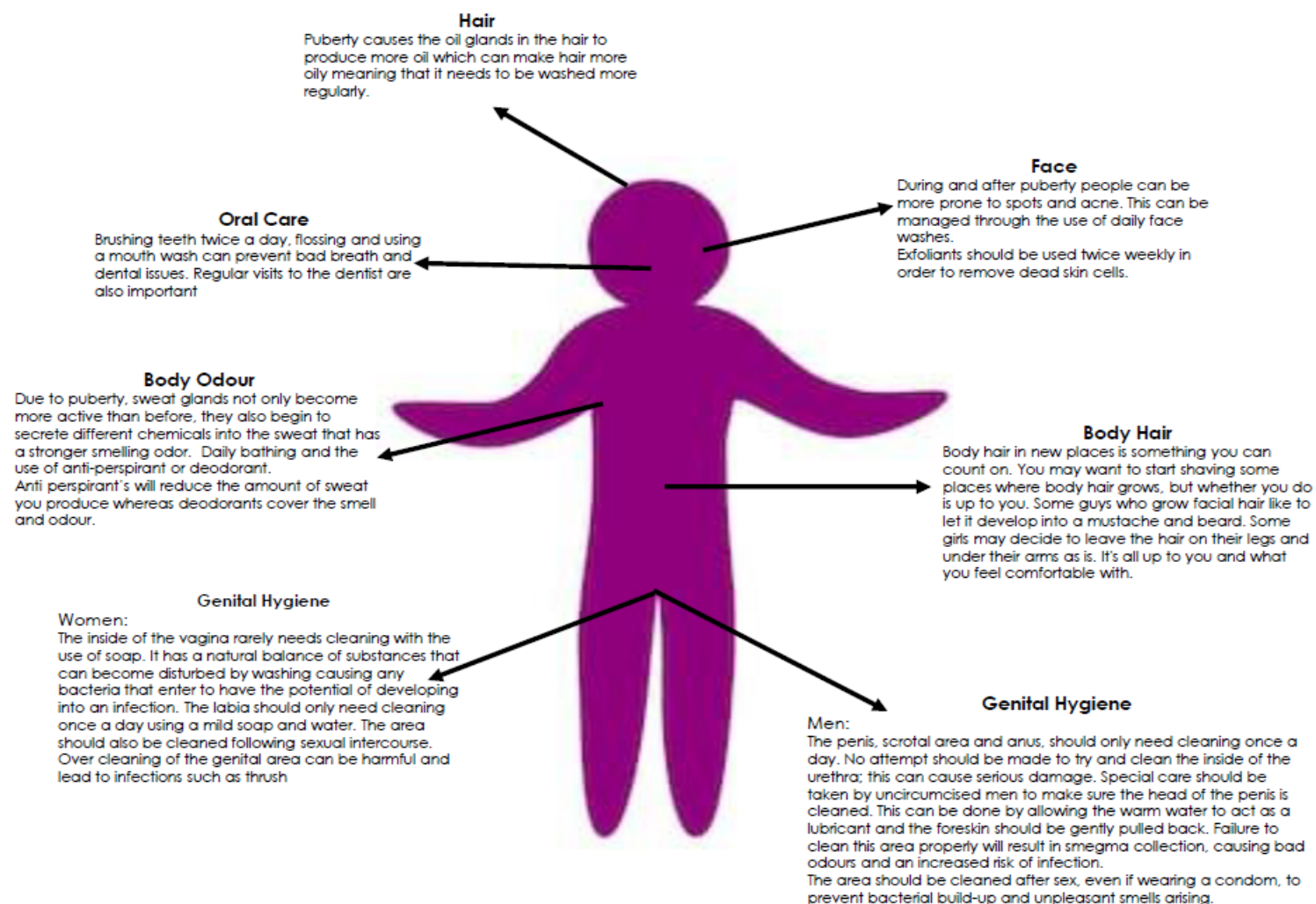
**Side Out** - In Rounders vocabulary, 'side out' means there is no batter waiting to bat and all the running batters are out.



Physical Changes during Puberty		
Boys Only	Girls Only	Both
<p>Starts between 10 and 12 years of age:</p> <ul style="list-style-type: none"> <li>• Facial hair</li> <li>• Voice breaking</li> <li>• Erections</li> <li>• Wet Dreams</li> <li>• Widening of chest and shoulders</li> </ul>	<p>Starts between 9 and 11 years of age:</p> <ul style="list-style-type: none"> <li>❖ Menstruation/ Periods begin</li> <li>❖ Breast growth</li> <li>❖ Stretch marks</li> <li>❖ Cellulite</li> <li>❖ Hips Widen</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grow taller</li> <li>▪ Sweat more</li> <li>▪ Changes to hair and skin</li> <li>▪ Spots and Pimples</li> </ul>

Things to remember	
<ul style="list-style-type: none"> <li>❖ Puberty begins at different times for different people</li> <li>❖ Changes will happen at different rates and in a different order for different people.</li> </ul>	<ul style="list-style-type: none"> <li>○ Everyone goes through puberty; you are not alone.</li> <li>❖ Good diet and exercise can help deal with some of the physical changes.</li> <li>❖ Puberty is normal despite feeling very abnormal.</li> </ul>

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



Further sources of information and advice.	
<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.
Parents or Trusted family members	Your Doctor or Practice Nurse / School Nurse
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) Nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
NHS Live Well Website	<a href="http://www.NHS.UK/livewell">www.NHS.UK/livewell</a>