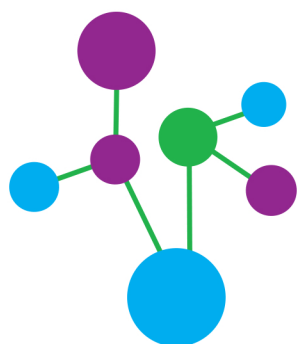


NAME: _____

**TERM
5&6**

YEAR 7



**PLYMPTON ACADEMY
HANDBOOK**

TERM 5&6

HOMework PLANNER

YEAR 7	Subject 1	Subject 2	Subject 3
Monday	English	Geography	
Tuesday	Science (Carousel)	History	
Wednesday	Maths (Sparx)	RS	
Thursday	Maths (Sparx)	Science (Carousel)	
Friday	Maths (Sparx)	Spanish	

When I am going to do my homework

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
Before school								
Lunch time								
Between 3.00pm and 4.00pm								
Between 4.00pm and 5.00pm								
Between 5.00pm and 6.00pm								
Between 6.00pm and 7.00pm								
Between 7.00pm and 8.00pm								
Between 8.00pm and 9.00pm								

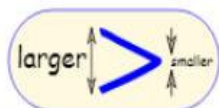
Key Term	Definitions
Soliloquy	Noun; a soliloquy is a speech in a play in which an actor or actress speaks to himself or herself and to the audience, rather than to another actor.
Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.
Play conventions	Play conventions refer to the unique format of staging a play. lighting, dialogue, monologue, set, costuming and entrances/exits.
Simile	A comparison using 'like' or 'as'. E.g., the grass was as green as an emerald.
Metaphor	A figure of speech that describes an object or action in a way that isn't literally true.
Personification	Giving human attributes to something that isn't human.
Oxymoron	If you describe a phrase as an oxymoron, you mean that what it refers to combines two opposite qualities or ideas and therefore seems impossible.
Zoomorphism	When you animalise a human through description.
Protagonist	The main or central character in a text.
Dramatic Irony	The expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.
Hyperbole	Exaggerated statements or claims not meant to be taken literally.
Patriarchal	Patriarchy is a system in which men have all or most of the power and importance in a society or group.
Tone	The general character or attitude of a place, piece of writing, situation, etc.

Year 7: Shakespeare – Love and Jealousy	
<div>William Shakespeare</div> 	<p>William Shakespeare (26 April 1564 – 23 April 1616) [a] was an English playwright, poet, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon" (or simply "the Bard"). His works consist of some 39 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright.</p> <p>Known for writing: Hamlet; Macbeth; Romeo and Juliet and many others.</p>
Types of Plays	<p>Comedies Shakespeare’s comedies are full of fun, irony and dazzling wordplay. They also abound in disguises and mistaken identities with very convoluted plots that are difficult to follow and with very contrived happy endings.</p> <p>Tragedies Shakespeare’s tragic protagonists, their fictional settings and their tragic fates are very different. But every one of them is doomed by being in the wrong role in the wrong place at the wrong time. By the end, everyone reveals the potential they possess to be another kind of person in another kind of world, which they will tragically never live to see.</p> <p>History Plays These plays dramatize historical events from English history as early as the reign of King John and as late as Henry VIII. In addition to these two, Shakespeare wrote eight plays covering the continuous period of history between the reigns of Richard II and Richard III.</p>

Key Term	Definitions
	Language Techniques
Alliteration	The repetition of letters at the start of several words in sequence or near each other. E.g., the cold crisp snow crunched under their feet.
Metaphor	A figure of speech that describes an object or action in a way that isn't literally true.
Onomatopoeia	The use of words which appear to resemble the sounds which they describe. E.g., bang zoom, boom.
Personification	Giving human attributes to something that isn't human.
Plosive	Words beginning with letters b, p, t. E.g., Peter Piper picked a peck of peppers
Sibilance	The repetition of s sounds. E.g., the snake slithered along the sand.
Simile	A comparison using 'like' or 'as'. E.g., the grass was as green as an emerald.
	Structural Techniques
Caesura	A pause in the middle of a line in poetry.
Enjambment	When a line of poetry overruns into the next stanza.
Meter	Meter is the pattern of beats in a line of poetry. It is a combination of how many beats there are and the arrangement of stresses.
Monologue	A poem in which an imagined speaker addresses a silent listener, usually not the reader.
Refrain	In poetry, a refrain is a word, line or phrase that is repeated within the lines or stanzas of the poem itself.
Rhyme	Rhyme is the repetition of syllables, typically at the end of a verse line.
Rhythm	The measured flow of words and phrases in verse or prose as determined by the relation of long and short or stressed and unstressed syllables.
Stanza	A group of lines forming the basic recurring metrical unit in a poem; a verse.
Structure	Involves many elements, such as the number of lines, the number of syllables in each line, the rhyming of certain words and phrases with others, and much more.
Verse	A verse is formally a single metrical line in a poetic composition.
Volta	n poetry, the volta is a rhetorical shift or dramatic change in thought and/or emotion. You could describe it as a 'twist'

Year 7: Lost Voices of Poetry	
Ballad	The ballad is another old and traditional form of poetry that typically tells a dramatic or emotional story. They came from Europe in the late Middle Ages and were initially passed down from one generation to another, and often with music. Ballads do have a set form; they are typically four lines (quatrain) and have a rhyme scheme of ABAB or ABCB. However, this form is looser than others so can be modified to suit a writer's (that's you!) needs. Most modern pop songs you hear nowadays can be referred to as ballads!
Free Verse	Free verse is a popular style of modern poetry, and as its name suggests there is a fair amount of freedom when it comes to writing a poem like this. Free verse can rhyme or not, it can have as many lines or stanzas as the poet wants, and it can be about anything you like. So, while free verse may sound simple enough, the lack of rules makes this form of poetry tricky to master!
Haiku	The haiku (or hokku) is an ancient form of Japanese poetry that has become very popular all over the world. Renowned for its small size, haikus consist of just three lines (tercet); the first and third lines have five syllables, whereas the second has seven. Haikus don't have to rhyme and are usually written to evoke a particular mood or instance. So, you can have a lot of fun with them! You may have written or will find yourself writing your own haiku at some point in school, or you can get creative and try it at home, too.
Sonnet	This very old form of poetry was made famous by none other than <u>William Shakespeare</u> , but the sonnet actually originated in 13 th century Italy where it was perfected by the poet Petrarch. The word 'sonnet' is derived from the Italian word 'sonnetto' which means 'little song'. Traditionally, sonnets are made up of 14 lines and usually deal with love. As a rule, Petrarchan (Italian) sonnets follow an ABBA ABBA CDE CDE rhyme scheme, whereas Shakespearean (English) sonnets are typically ABAB CDCD EFEF GG. But of course, rules are made to be broken!

Equality and Inequality



= equal

≠ not equal

> greater than

≥ greater than or equal

< less than

≤ less than or equal

We can use a compound inequality to order 3 or more numbers. For example $4 < 6 < 10$

In this example our numbers were integers - which means they are whole numbers. Which can be negative.

When ordering decimals we need to compare the digits in the same place value.

0.56 5 tenths 6 hundredths

0.53 5 tenths 3 hundredths

They both have 5 tenths so compare hundredths
 $0.56 > 0.53$ (0.56 is bigger)

E.g Order the following decimals smallest to largest

1.83 1 unit 8 tenths 3 hundredths

1.8 1 unit 8 tenths 0 hundredths

1.09 1 unit 0 tenths 9 hundredths

They all have 1 unit

Now look at the tenths and compare
0 tenths is the smallest (1.09)

The remaining two both have 8 tenths

Now look at the hundredths.
0 hundredths is the smallest (1.8)

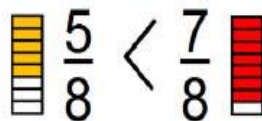
Answer 1.09, 1.8, 1.83 or $1.09 < 1.8 < 1.83$

Counting and comparing

Ordering Fractions

Denominators equal - just compare numerators

e.g



Denominators different - first of all convert both fractions so they have a common denominator. This will ideally be the lowest common multiple (LCM). Then compare numerators.

Examples-

e.g. Which is smaller?

$$\frac{3}{4} \text{ or } \frac{2}{3}$$

$\times 3$ $\frac{9}{12}$ $\times 4$ $\frac{8}{12}$ $\text{LCM} = 12$

$$\frac{9}{12} > \frac{8}{12}$$

e.g Order Smallest to largest

$$\frac{4}{6}, \frac{5}{9}, \frac{1}{2}$$

$\times 3$ $\frac{12}{18}$ $\times 2$ $\frac{10}{18}$ $\times 9$ $\frac{9}{18}$ $\text{LCM} = 18$

2, 4, 6, 8, 10, 12, 14, 16, 18, 20...
3, 6, 9, 12, 15, 18...
2, 4, 6, 8, 10, 12, 14, 16, 18, 20...

$$\frac{9}{18}, \frac{10}{18}, \frac{12}{18}$$



→ convert back to original fractions

$$\frac{1}{2}, \frac{5}{9}, \frac{4}{6} \text{ or } \frac{1}{2} < \frac{5}{9} < \frac{4}{6}$$

Ordering mixed numbers and fractions

Remember a mixed number is a whole number and a fraction together. It is also known as a mixed fraction.
An improper fraction is a top heavy fraction.

Here is an example- Order the following smallest to largest.

$$2, 2\frac{7}{8}, \frac{16}{5}, 2\frac{3}{4}$$

First of all change them all to mixed numbers.

$$2, 2\frac{7}{8}, \frac{16}{5}, 2\frac{3}{4}$$

$16 \div 5 = 3 \text{ r } 1$ $3\frac{1}{5}$

$$\rightarrow 2, 2\frac{7}{8}, 3\frac{1}{5}, 2\frac{3}{4}$$

smallest largest

Then find the LCM of the denominators

$$2\frac{7}{8}, 2\frac{3}{4}, 3\frac{1}{5}$$

$\text{LCM} = 8$

$\times 1$ $2\frac{7}{8}$ $\times 2$ $2\frac{6}{8}$ $\times 4$ $3\frac{2}{5}$

Then use this to order them.

$$2\frac{7}{8} \text{ bigger than } 2\frac{6}{8}$$

$$2, 2\frac{6}{8}, 2\frac{7}{8}, 3\frac{1}{5}$$

rewrite the fractions the way they were given in the question.



$$2 < 2\frac{3}{4} < 2\frac{7}{8} < 3\frac{1}{5}$$

Calculating Fractions, decimals and percentages

Adding/Subtracting fractions

Step 1 - Find a common denominator

Step 2 - Add/subtract the numerators ONLY.

Step 3 - Reduce the fraction into simplest form.

Multiplying fractions

Step 1 - Change both fractions to improper fractions if needed.

Step 2 - Multiply the numerators and the denominators.

Step 3 - Reduce the fraction into simplest form.

Dividing fractions

Step 1 - Change both fractions to improper fractions if needed.

Step 2 - **Keep** the first term the same.

- **Flip** the second fraction.
- **Change** \div sign to a \times
- Multiply the numerators and the denominators.

Step 3 - Reduce the fraction into simplest form.

Increase and Decrease by a percentage

Step 1 - EITHER

- Increasing by a percentage **ADD** percentage to 100%
- Decreasing by a percentage **SUBTRACT** percentage from 100%

Step 2 - Change the percentage to a decimal this is called the **MULTIPLIER**

Step 3 - Multiply the amount in question by the multiplier.

Exploring fractions, decimals and percentages

We can express one quantity as a fraction of another. Here are some examples.

eg. 3 out of 5 is written as $\frac{3}{5}$

14 out of 20 is written as $\frac{14}{20}$ or $\frac{7}{10}$

Percentage means parts per hundred. For example 50% means 50 out of 100 so we can write percentages as fractions.

To change a percentage to a fraction we need to put it in a fraction with the denominator as 100.

eg $50\% = \frac{50}{100}$
 $3\% = \frac{3}{100}$
 $120\% = \frac{120}{100}$

parts per 100

Remember you can get percentages greater than 100

We can write a quantity as a percentage of another. If it has a denominator that can divide exactly into 100 we can change to a fraction and then multiply by 100 to change to a percentage.

eg. Write 20 as a percentage of 50

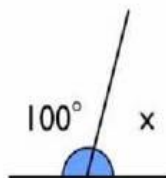
$\frac{20}{50} \xrightarrow{\times 2} \frac{40}{100} \xrightarrow{\times 100} 40\%$

If it doesn't divide into 100 then we can use a calculator to help us.

eg Write 10 as a percentage of 15

$\frac{10}{15}$ Doesn't divide into 100 so use calculator $\frac{10}{15} \times 100 = 66.6\%$

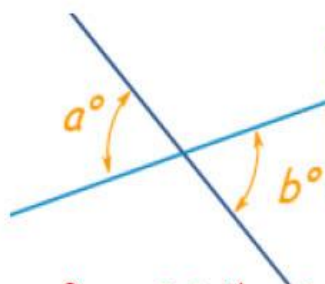
Investigating angles



$$180 - 100 = 80$$

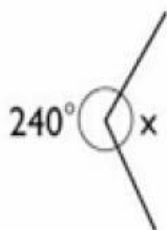
$$x = 80^\circ$$

Angles on a straight line add up to 180°



Vertically opposite angles are equal

If $a = 60^\circ$ the b is also 60°



$$360 - 240 = 120$$

$$x = 120^\circ$$

Angles around a point add up to 360°

Checking, approximating and estimating

Rounding to decimal places (dp)

Round 3.26 to 1dp

3.2|6 rounds up to 3.3

Round 27.932 to 2dp

27.93|2 rounds to 27.93

Rounding to significant figures (sf)

just to look nice
not significant
(any zero at start)

0.0560

1st significant digit

2nd significant digit

3rd significant digit

Round 71.2 to 1sf

7|1.2 → 70

Round 0.235 to 2sf

0.23|5 → 0.24

Estimating calculations - to estimate you need to round all of the numbers in the question to 1sf first.

You ARE NOT looking for the exact answer, it is an **ESTIMATE**

Estimate 34×24

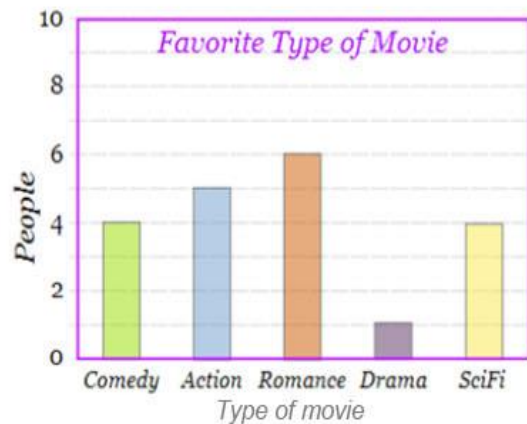
means approximately equal to → $\approx 30 \times 20$
 $= 600$

Estimate 38.6×12.2

$\approx 40 \times 10$

$= 400$

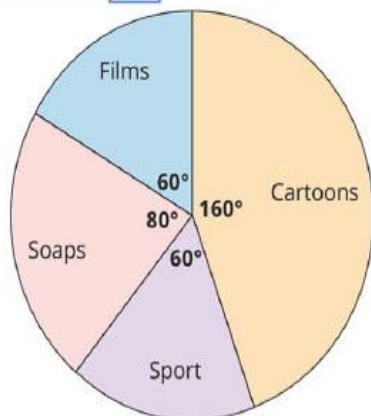
Presentation of data



Bar Chart/Bar Graph

- Equal bar widths
- Equal gaps between bars
- main title
- title on the axis
- must start y axis from 0 (may use an axis break)

Genre	Frequency	
Cartoons	40	$40 \times 4 = 160^\circ$
Sport	15	$15 \times 4 = 60^\circ$
Soaps	20	$20 \times 4 = 80^\circ$
Films	15	$15 \times 4 = 60^\circ$
Total	90	360°



Pie Chart Construction

Step 1 - Find total frequency (90)

Step 2 - Divide 360 by total frequency ($360/90=4$) This means each frequency is worth 4°

Step 3 - Multiply the frequencies by amount found in step 2. (red column)

Step 4 - construct these angles on your pie chart and label the sections.

Measuring Data

Score	Frequency	
1	2	2
2	5	10
3	4	12
4	2	8
5	1	5
		14
		37

Find the mean from a frequency table

Step 1 - Multiply the 'score' by the frequency (see the red column)

Step 2 - add up all of these numbers

Step 3 - find the total frequency (blue)

Step 4 - divide step 2 by step 3

$$\text{Mean} = \frac{37}{14} = 2.64...$$

Find the median from a frequency table

Step 1 - Find the total frequency 14

Step 2 - add 1 to the frequency and divide it by 2 $15/2 = 7.5$

Step 3 - find that certain value in the data

We are looking for the 7.5 data piece.

There are 2 lots of score 1 and 5 lots of score 2

So the 7.5th would have a score of 3.

Proportional Reasoning

Sharing a quantity into a given ratio

Find the total number of parts

Divide the amount by the total number of parts

Multiply each number in the ratio by the value of 1 part

Share £20 in the ratio **2:5:3**

- 1) Find the **total number of parts**

$$2 + 5 + 3 = 10$$

- 2) Divide the **amount** by the **total number of parts**

$$£20 \div 10 = £2 = 1 \text{ part}$$

- 3) Multiply each number in the **ratio** by the value of 1 part

$$\begin{array}{ccc} 2 & : & 5 & : & 3 \\ \downarrow \times £2 & & \downarrow \times £2 & & \downarrow \times £2 \\ £4 & : & £10 & : & £6 \end{array}$$

Exploring fractions, decimals and percentages

To test whether a fraction is terminating or recurring we can do prime factor decomposition on the denominator and look at the prime factors.

If the prime factors are 2s and/or 5s then its terminating.

e.g. is $\frac{2}{15}$ recurring or terminating?

$$\begin{array}{c} 15 \\ \swarrow \searrow \\ 3 \quad 5 \end{array}$$

Prime factors are 3 and 5 so recurring

e.g. is $\frac{5}{40}$ recurring or terminating?

$$\begin{array}{c} 40 \\ \swarrow \searrow \\ 4 \quad 10 \\ \swarrow \searrow \quad \swarrow \searrow \\ 2 \quad 2 \quad 2 \quad 5 \end{array}$$

Prime factors are 2's and 5 so it is terminating.

We can convert terminating decimals to fractions using what we know about place value.

E.g 0.8 is read as 8 tenths so this is $\frac{8}{10}$

0.09 is read as 9 hundredths so this is $\frac{9}{100}$

0.32 is read as 32 hundredths so this is $\frac{32}{100}$

Then the fractions can be cancelled down if needed.

Cancelling down/simplifying fractions. To do this we need to divide the numerator and denominator by the highest number that divides into both of them exactly. This is the **HCF** of them.

Method 1- If you can't spot the HCF straight away then pick any factor and do it bit by bit.

$$\frac{24}{108} \xrightarrow{\div 2} \frac{12}{54} \xrightarrow{\div 2} \frac{6}{27} \xrightarrow{\div 3} \frac{2}{9}$$

Method 2- If you can spot the HCF then simplify straight away.

$$\frac{8}{12} \xrightarrow{\div 4} \frac{2}{3}$$

To change any fraction to a decimal using a calculator you type in the numerator divided by the denominator. E.g. change $\frac{3}{5}$ to a decimal

$$\begin{array}{|c|} \hline 3 \div 5 \\ \hline 0.6 \\ \hline \end{array}$$

Measuring Space

Metric units of **length** conversions

$$1\text{cm}=10\text{mm}$$

$$1\text{m}=100\text{cm}$$

$$1\text{km}=1000\text{m}$$

Metric units of **mass** conversions

$$1\text{g}=1000\text{mg}$$

$$1\text{kg}=1000\text{g}$$

$$1\text{tonne}=1000\text{kg}$$

Metric units of **capacity** conversions

$$1\text{L}=1000\text{ml}$$

$$1\text{L}=100\text{cl}$$

Metric units of **volume** conversions

$$1\text{cm}^3=1000\text{mm}^3$$

$$1\text{m}^3=1000000\text{cm}^3$$

Time conversions

$$1\text{minute}=60\text{seconds}$$

$$1\text{hour}=60\text{minutes}$$

$$1\text{day}=24\text{hours}$$

Understanding Risk 1

Here is a probability scale. It can use probability words or numbers from 0-1. They can also be fractions or percentages.















$$\text{Theoretical Probability} = \frac{\text{Number of favorable (desired) outcomes}}{\text{Total number of possible outcomes}}$$

Theoretical probability is what we would expect to happen. For example the theoretical probability of getting a heads on a coin would be $\frac{1}{2}$.

To list the outcomes of an experiment we often use a possibility space/sample space diagram.

Here is a diagram to show the outcomes of rolling 2 die and adding them together.

		Dice 1						
+								
Dice 2		2	3	4	5	6	7	
		3	4	5	6	7	8	
		4	5	6	7	8	9	
		5	6	7	8	9	10	
		6	7	8	9	10	11	
		7	8	9	10	11	12	
		Total Score						

Here is another example of one showing all of the outcomes if a roll a dice and flip a coin together.

		Dice					
		1	2	3	4	5	6
Coin	H	H1	H2	H3	H4	H5	H6
	T	T1	T2	T3	T4	T5	T6

Sum of probabilities– If you flip a coin the probability of getting a head is $\frac{1}{2}$ the probability of getting a tails is $\frac{1}{2}$.

$$P(\text{head}) + P(\text{tail}) = \frac{1}{2} + \frac{1}{2} = 1$$

Remember that the sum of the probabilities of all possible outcomes is



WORKING SCIENTIFICALLY

Key terms	Definition
Independent variable	A variable in an experiment that you change to find out its effect on the dependent variable
Dependent variable	Variable that is measured in an experiment to see how it changes
Control variable	Variables that are kept the same in an experiment to ensure it doesn't affect the dependent variable
Repeats	The number of times the experiment is carried out to collect data from which to calculate a mean
Mean	The average when repeated data is added together and divided by the number of repeats (anomalous data is not included in the calculation)
Equipment	The scientific apparatus used to make the experiment accurate.
Anomalous	Results that do not fit the pattern seen in other data or are much higher or lower than other repeated readings (outliers).
Equipment	The scientific apparatus used to make the experiment accurate.
Valid	Suitability of the method used to answer the question being asked.
Hypothesis	A proposal intended to explain certain facts or observations.
Prediction	A forecast or statement about what should happen in an experiment.

Key Facts:

Investigating an **independent variable** and its' effect on a **dependent variable** allows us to look for a **correlation**. This means we can describe a relationship between the two variables.

To do this we need to:

- Make a **prediction** based on some previous scientific knowledge.
- Use **equipment** that allows us to make **accurate** measurements
- Identify **hazards** and take **precautions** against them
- **Record** our **results** in a meaningful way
- **Repeat** the test to make sure the **data** we get is the same each time
- **Process** the **data**
- **Analyse data** to identify relationships
- **Evaluate** the method and the data to show it is accurate and valid

Hypothesise and Variables

- A hypothesis is a predication made about an experiment based on some previous scientific knowledge.
- The hypothesis is then tested by carrying out the experiment.
- When designing experiments, there are three types of variable that we need to consider:
 1. The dependent variable (what we measure)
 2. The independent variable (what we change)
 3. The control variables (what we keep the same)

Methods

When writing a method you should include:

1. A clear sequence
2. Information on which equipment to use
3. Volumes and masses for reagents
4. Scientific language

Sequencing

Precision















Firstly, 25cm³ sulphuric acid was added to a small beaker. Using a spatula, excess insoluble base (copper oxide powder) was added to the acid. Check the base is in excess by looking for remaining powder in the beaker. Next, the excess base was filtered out using filter paper in a funnel. The filtrate was allowed to filter into a conical flask. When filtration was complete, the filter paper was discarded and the filtrate solution was poured into an evaporating dish. The solution was left for a few days or the evaporating dish heated for the dissolved salt to crystallise.

Equipment

Scientific language

Equipment

This is some of the most common laboratory equipment that you will be using. Ensure that you learn each piece.

Equipment	Picture	Use	Equipment	Picture	Use
Beaker		For pouring and transferring liquids and solutions.	Test Tube		For carrying out chemical reactions with small amounts of liquid
Conical Flask		For carrying out reactions	Boiling Tube		A boiling tube is used to heat substances in a Bunsen Burner
Bunsen Burner		To heat substances	Measuring Cylinder		To accurately measure out volumes of liquid
Tripod		To support	Spatula		To move small amounts of solid powders
Gauze		To place an object on for example conical flask that you are going to heat.	Stirring Rod		To stir solutions.
Heatproof mat		To protect the desk from the heat produced by the Bunsen Burner and any spillages from the substances which are being heated	Thermometer		To measure the temperature of a substance
Evaporating basin		To evaporate the water from solutions. Leaving behind the solute.	Tongs		To hold and move hot solids for example pieces of metal

Results Tables

- In a results table the independent variable should always go on the left.
- When drawing a results table the following things are good practice::
 - Show all repeat measurements
 - Include the units in the headings
 - Circle anomalies
 - Discount these when calculating a mean

For example:

Concentration of acid (M)	Time taken for reaction to complete (s)			Mean (s)
0.1	102.1	105.6	103.4	103.7
0.2	88.8	86.5	87.2	87.5
0.3	69.1	67.3	64.2	66.9
0.4	56.2	40.1	53.3	54.8
0.5	32.1	30.1	33.2	31.8

Maths skills

To calculate a mean:

- Add together the values for collected data.
- Divide the total by the number of data values used.

E.g. No anomalies:

$$102.1 + 105.6 + 103.4 = 311.1$$

then $311.1 \div 3 = \mathbf{103.7}$

E.g. With anomaly:

$$56.2 + 53.3 = 109.5$$

then $109.5 \div 2 = \mathbf{54.75}$

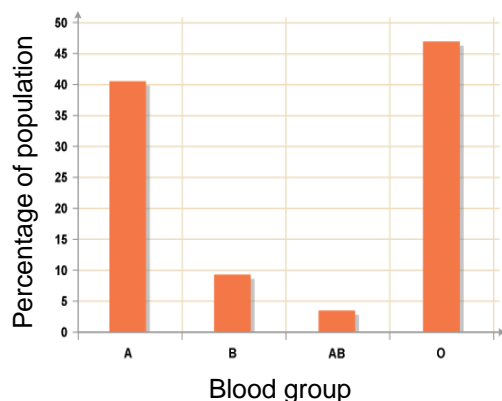
Notice that we left out the smaller number **40.1** and divided by **2**.

In the table the values are all to 1 decimal place so we round **54.75** to **54.8**

Key terms	Definition
Continuous data	Can take any value as whole number or decimals; usually collected by measuring variables, such as mass, volume or density.
Discrete data	Can only take exact whole number (integer) values; usually collected by counting.
Bar chart	Used when one variable is categorical (a label, name or group)
Line Graph	Used when both variables are continuous (have numerical data from measuring)
Line of best fit	Drawn so that plotted points are evenly distributed either side of the line; can be straight or curved.
Evaluate	Use the information supplied, as well as knowledge and understanding, to consider evidence for and against when making a judgement.
Hazard	Something that can cause harm e.g. an object, a property of a substance or an activity
Risk	The likelihood that a hazard will actually cause harm.
Precaution	Action to remove or reduce a risk

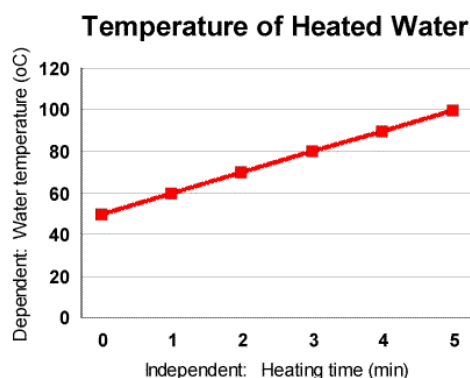
Discontinuous data

Discontinuous or categoric data can only take certain values for example eye colour and blood group, these should be plotted on a bar graph.



Continuous data

Continuous data can take any value, for example height or temperature. This should be plotted on a line graph.



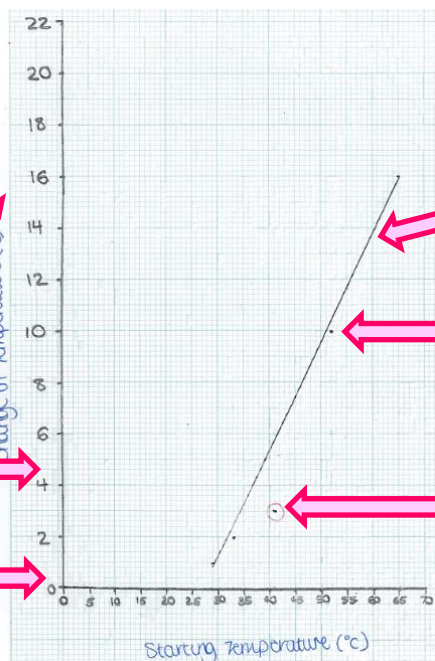
Drawing good line graphs

When drawing a graph you should:

1. Plot the dependent variable on the y axis and independent variable on the x axis
2. Label axis and include units
3. Use small precise crosses to mark your points
4. Add a line of best fit which goes smoothly though as many points as possible (this does not have to be a straight line, it can be a curve but it is not a dot to dot exercise!)
5. Circle anomalies and don't include them when drawing the line of best fit

Labels for axes, with units given in brackets

Both axes have suitable scales (equal intervals)



Accurate line of best fit, passing through most points, excluding anomalies.

Neat, accurately placed plots.

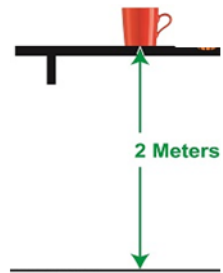
Anomaly recognised and highlighted on the graph

ENERGY TRANSFERS

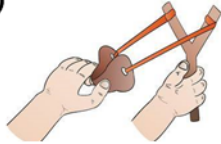
Energy Stores - There are many different stores of energy, including:



Chemical potential
(in food and fuels)



Gravitational Potential
(in raised up objects)



Elastic potential
(in stretched or compressed objects)

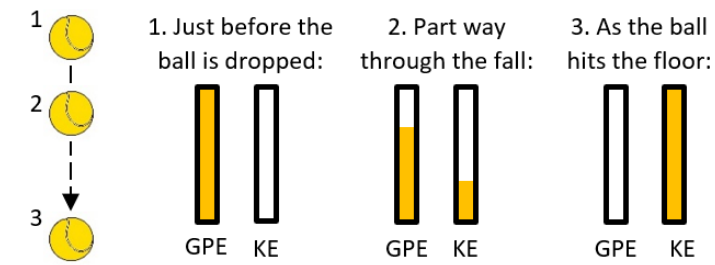


Nuclear
(in nuclear fuels)

Key terms	Definition
Thermal energy store	Filled when an object is warmed up.
Chemical energy store	Emptied during chemical reactions when energy is transferred to surroundings. Stored in food and fuels.
Kinetic energy store	Filled when an object speeds up.
Gravitational potential energy store	Filled when an object is raised.
Elastic energy store	Filled when a material is stretched or compressed.
Dissipated	Become spread out wastefully.
System	An object or group of objects working together.
Joule	Measure of energy
Energy transfer diagram	Model with arrows that show how energy is transferred from one store to other stores
Efficient	A measure of how much of the energy transferred in a process does useful work.
Sankey diagram	Energy transfer diagram that shows the proportion of energy transferred in different ways.

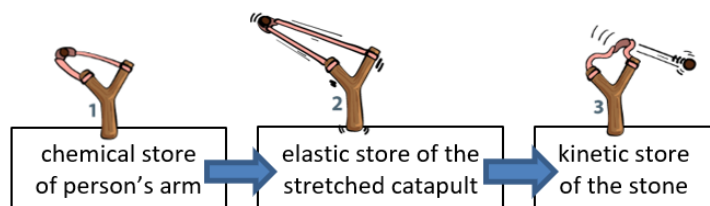
Energy stores and transfers:

- We can describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end.
- Energy Transfers:** When work is done, energy is transferred or shifted between energy stores, e.g.



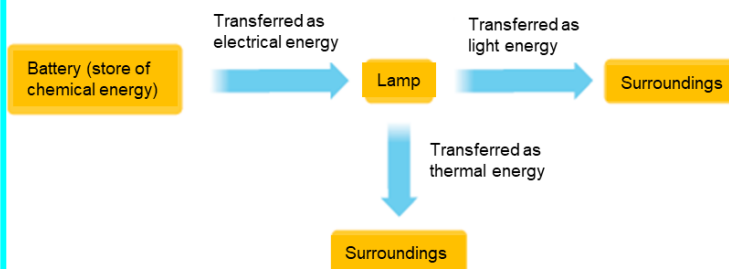
When a ball falls energy is transferred from the gravitational potential store of the ball to the kinetic store of the ball.

When firing a catapult, energy is transferred from the chemical store of the person's arm to the elastic store of the catapult to the kinetic store of the stone.



- We can represent energy transfers using energy transfer diagrams.
- When energy is transferred, the **total energy is conserved**, but some energy is **dissipated**, reducing the useful energy.
- Thermal energy can be transferred by conduction, convection or radiation.

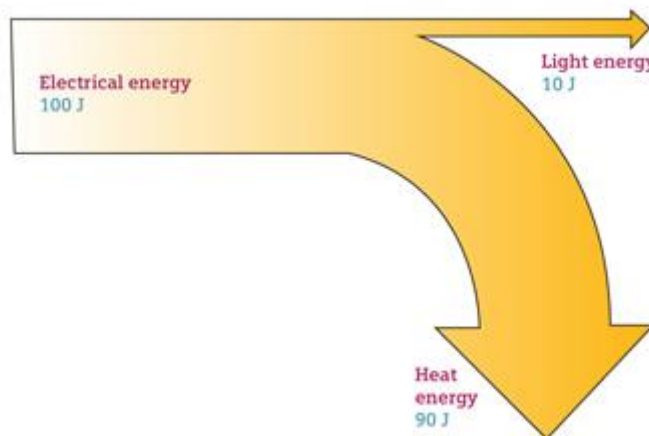
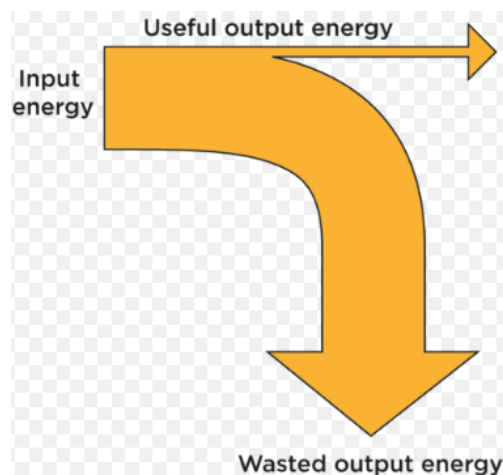
Energy transfer diagram



Conservation of energy:

- Energy cannot be created or destroyed!
- Energy can be stored or it can be transferred.
- The total energy in a system before a change occurs equals the total energy in the system after the change.
- With each transfer, some energy is dissipated (transferred to the surroundings) through heating or as sound.

Sankey Diagrams show conservation of energy



The input energy is equal to the output energy

The input energy = **100J**
The output energy 10J + 90J = **100J**

Key Skills:

Use and rearrange the formula:

- $\text{efficiency} = \frac{\text{total useful energy}}{\text{total input energy}}$

Represent energy transfers using:

- *Energy transfer diagrams*
- *Sankey diagrams*

Identify and calculate useful and wasted energy from given data.

Represent transfer of thermal energy using diagrams.

The energy efficiency of a device can be calculated using this formula:

$$\text{energy efficiency} = \frac{\text{useful output energy}}{\text{total input energy}}$$

- Useful energy is measured in **joules (J)**.
- Total energy is measured in **joules (J)**.
- Energy efficiency does not have any units.

It is a number **between 0 and 1** which can be converted into a percentage by multiplying by 100.

Energy from food:

NUTRITION INFORMATION		
Serving per package: 4		
Serving size: 250 mL (1 glass)		
	Per serving	Per 100 mL
Energy	63 kcal	25 kcal
Protein	0 g	0 g
Total Fat	0 g	0 g
Saturated Fat	0 g	0 g
Carbohydrate	15.7 g	6.3 g
- Total Sugar	8.6 g	3.5 g
Sodium	48 mg	19 mg
Potassium	535 mg	214 mg
Calcium	36.5 mg	15 mg
Phosphorus	18.4 mg	7.4 mg
Magnesium	17.5 mg	7 mg

Makes it easier to compare other foods of 100ml

Makes it difficult to compare as serving sizes vary

Independent variable – different foods (this is categorical)

Dependent variable – amount of energy (joules)

Control – same amount of food (100ml)

Hazards – none

Repeats – none, but a good range of foods required

Recording results – table

Type of food	Energy per 100ml (joules)

Graph type – bar chart (independent variable is categorical)

Universe

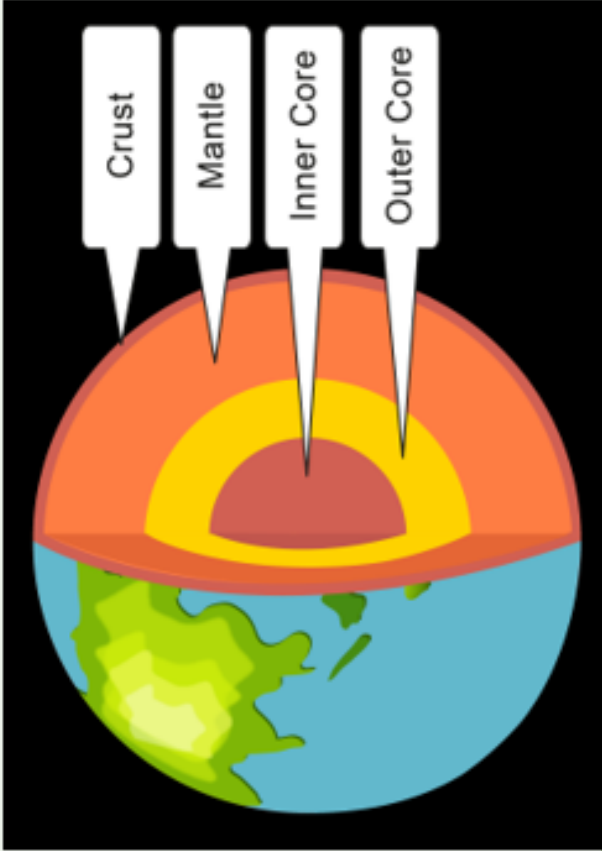
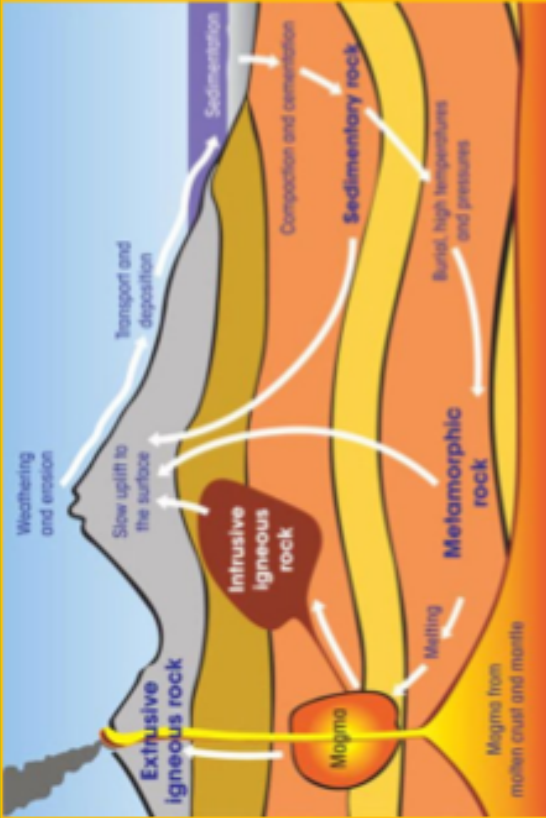
Galaxy	A cluster of billions of stars, held together by gravity.
Gravity	The force of attraction between two objects. The larger the mass of an object, the larger the force of gravity it exerts.
Hemisphere	A half of the globe, separated by the equator (e.g. the Northern hemisphere is anywhere above the equator)
Mass	The amount of matter contained in something. Mass is measured in kilograms (kg).
Orbit	The path an object takes in space, when it moves around another object such as a moon, planet or star.
Season	Each of the four divisions of the year, marked by different length days.
Solar system	The sun, with the planets orbiting as well as smaller objects such as asteroids and comets.
Star	A large mass that produces light and heat. Stars are often found at the centre of solar systems.
Weight	The force of gravity on an object. Weight is measured in newtons, N.
More info:	https://www.bbc.co.uk/bitesize/guides/z5wv6fsg/revision/1 https://www.bbc.co.uk/bitesize/topics/z8c5q68f/articles/zm7nww7a3

<https://www.bbc.co.uk/bitesize/guides/z8wvfrg/revision/1>
<https://www.bbc.co.uk/bitesize/topics/z8wvfrg/articles/zmhw7a3>

SCIENCE

EARTH Earth Structure

Key words	
word	definition
Rock cycle	Sequence of processes where rocks change from one type to another
Weathering	The wearing down of rock by physical, chemical or biological processes.
Erosion	Movement of rock by water, ice or wind (transportation).
Minerals	Chemicals that rocks are made from.
Strata	Layers of sedimentary rock.

Key diagram – Cross section of the Earth	
	
Key process- The rock cycle	
	

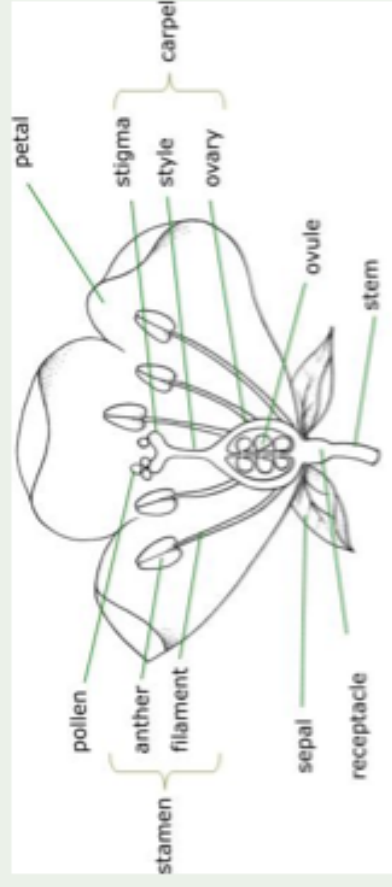
Key knowledge facts	
Sedimentary, igneous and metamorphic rocks can be inter converted over millions of years through weathering and erosion, heat and pressure, and melting and cooling.	
The three rock layers inside Earth are the crust, the mantle and the core.	
Sedimentary rocks are formed from layers of sediment, and which can contain fossils. Examples are limestone, chalk and sandstone.	
Igneous rocks are formed from cooled magma, with minerals arranged in crystals. Examples are granite, basalt and obsidian	
Metamorphic rocks are formed from existing rocks exposed to heat and pressure over a long time. Examples are marble, slate and schist.	

Plant Reproduction

Key words

word	definition
Pollen	Contains the plant male sex cells found in the stamens.
Ovules	Female sex cells in plants found in the ovary.
Pollination	Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.
Fertilisation	Joining of a nucleus from a male and female sex cell.
Seed	Structure that contains the embryo of a new plant.
Fruit	Structure that the ovary becomes after fertilisation, which contains seeds
Carpel	The female part of the flower, made up of the stigma where the pollen lands, style and ovary.

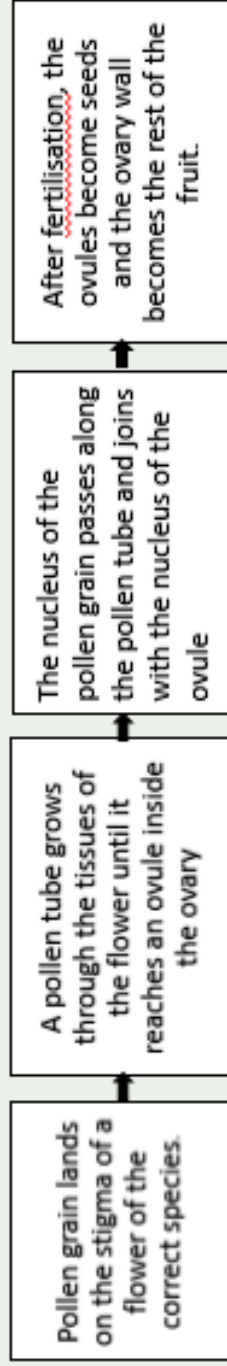
Key diagram – Structure of a plant



Key knowledge

- Plants have adaptations to disperse seeds using water, wind or animals.
- Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary.
- Flowers contain the plant's reproductive organs.
- Pollen can be carried by the wind, pollinating insects or other animals.

Key process



Required practical – Dissection of a lily flower

1. Remove the petals and sepals (if present), by pulling them down toward the stem. Record your observations.
 2. Remove the flower's stamens (break or cut them off of the stem). Use some sticky tape to remove some pollen and put it on a microscope slide. Examine the pollen with using microscope.
 3. Can you see what shape each pollen grain is? Record your observations.
 4. Remove all parts except the pistil so that it remains alone on the stem.
- Carefully cut the pistil in half lengthwise, making sure that your fingers are out of the way. Use your magnifying glass to look at the inside of it.
5. Record your observations.



Ndebele peoples live in Transvaal, South Africa and consider themselves a nation within the nation of South Africa. Their homes are constructed from branches, tree trunks, mud, and dung bricks.

Stads are groups of huts in a cluster. The women are responsible for decorating the homes; men are responsible for constructing the homes.

Ndebele patterns are always geometric, yet imperfect. Designs are inspired from nature, Roman numerals, texts, and other facets of their ever-changing environments. Ndebele wall painting is interesting because it is an example of a "tradition" that has been created only in the last 60 or so years, but so successfully that its

style is instantly recognizable, and as such it has become a dominant marker of a people's identity.



Form, Shape and Space:

Form and shape are areas or masses which define objects in space. Form and shape imply space; indeed they cannot exist without space.

Two dimensional form has width and height. It can also create the illusion of three dimensional objects. **Three dimensional shape** has depth as well as width and height.

Form and shape can also be described as either **organic** or **geometric**. Organic forms such as these snow-covered boulders typically are irregular in outline, and often asymmetrical. Organic forms are most often thought of as naturally occurring.

Geometric forms are those which correspond to named regular shapes, such as squares, rectangles, circles, cubes, spheres, cones, and other regular forms. These forms are most often thought of as constructed or made.



VOCABULARY

DWELLING, ENVIRONMENT, TREE HOUSE,
GEOMETRIC, ORGANIC, CONSTRUCT, NDEBELE,
SCULPTURE, CREATE, DESIGN, FORM, MODEL,
PATTERN, SHAPE

YOU WILL BE ASSESSED ON HOW WELL YOU:

DEVELOP & RESEARCH
EXPERIMENT & EXPLORE
OBSERVE & RECORD
PRESENT & EVALUATE

ARTIST REFERENCES: NDEBELE, ESTHER MAHLANGU,
HUNDERTWASSER, JOHN BRICKELS, VINCENT VAN GOGH



Year 7 Knowledge Organiser

Food Technology

Topic: Introduction to Food & the Kitchen

1. Nutrition

The 5 Main Nutrients: Protein, Carbohydrates, Fat, Vitamins and Minerals
Macro and Micro Nutrients
Fibre and Water
Sources of Nutrients Functions of Nutrients
Dietary Related Diseases : Diabetes, Coronary
Heart Disease, Obesity, Cancer, Malnutrition

2. Key Terms

5 A Day – Fruits and Vegetables Local and Seasonal Food Product Analysis Evaluation
8 Tips for Healthy Eating
Special Dietary Needs: Religion, Age, Ethical, Health, Social
Vegetarians and Vegans
Consistency and Consistency
Gelatinisation
Reduction

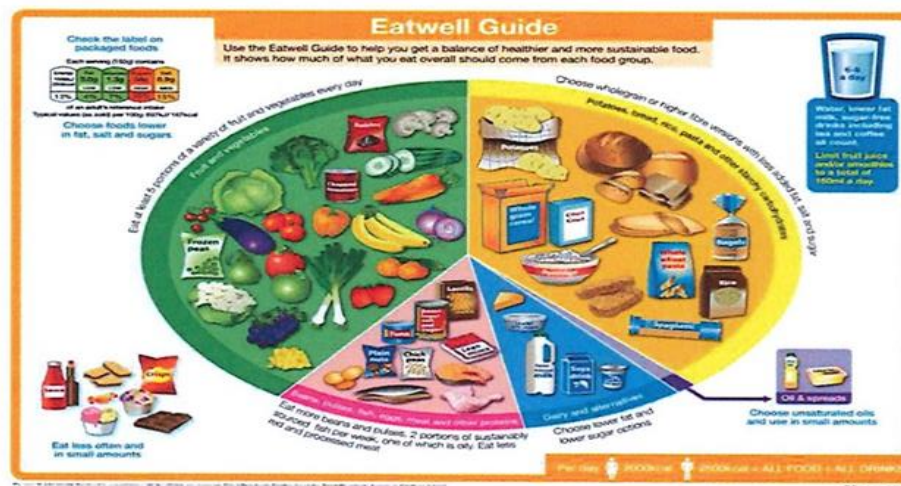
4 Influences that affect Food Choice:

Health Issues, Allergens, Religion, Lifestyle needs, Financial needs, Social, Moral and Ethical concerns.

5 Environmental Considerations

Local and Seasonal food, Food Miles, Organic, Fair Trade, Traditional foods, Packaging, Reducing Waste, Conserving energy, Recycling, Sustainability

3. The Eatwell Guide



6. Evaluations and Sensory

Analysis Appearance: flat, bright, burnt, cloudy, colourful, crunchy, decorated, dull, even, lumpy, patterned, smooth, undercooked, watery.

Taste: bland, meaty, spicy, salty, zesty, sweet, strong, creamy, sharp, mild, tasteless.

Texture (Mouthfeel):

chilled, firm, flaky, runny, sharp, sticky, tough, hot, juicy, rubbery, chewy, crumbly, crunchy, dry, soggy, brittle, natural.

Aroma: aromatic, scented, rancid, strong, spicy, savoury, weak, acrid, musty, pungent, floral, appealing, fragrant, scented, citrus, bland, tart.

7. Food Safety and Hygiene

Key Temperatures and the effect on bacterial growth
Oven Safety
Using electrical equipment safely
Personal Preparation
Handwashing
Knife Safety – Bridge and claw techniques
Safe storage
Protecting the consumer
The 4 C's – Cleaning, Cooking, Chilling and Cross Contamination

8. Food Preparation Techniques
Rubbing-in Method- Pastry, Crumbles, cakes
All-in-One Method – Cake Making
Kneading and Proving – Bread and Pasta
Knife Skills – Fruit and Vegetables, Meat and Fish
Presentation Techniques – Garnish
Sauce Making – Gelatinisation and Reduction

Key Words

	1. Teaspoon (tsp): is used as a measure for small quantities such as spices or salt.		8. Dishcloth is used to wash the dirty equipment.
	2. Grams (g): is used as form of measuring solids.		9. Tea towel is used to dry the washed equipment.
	3. Tablespoon (tbsp.): is used as a measure for larger quantities such as flour		10. Oven gloves are used to protect your hands from being burnt.
	4. Millilitres (ml): is used as a form of measuring liquids.		11. Coagulation the thickening of an egg mixture.
	5. Grate – using a grater to prepare cheese, vegetables or fruit		12. Seasoning adding different herbs and spices to improve the flavour of a dish.
	6. Bridge hold is used to protect your fingers when cutting. Pass the knife through the bridge made by your fingers and thumb		13. Creaming method the method usually used to make cakes, where the butter and sugar is creamed together.
	7. Enzymic browning: the process where fruit and vegetables turn brown due to them being exposed to oxygen (oxidisation).		14. Rubbing in method is a method whereby you rub using your fingers together usually butter and flour to create a breadcrumb like mixture, usually the base for scones.

Staple foods of a diet are **pasta, rice and potatoes**.
The main dairy products are: **milk, cheese and butter**.
Eggs are a good source of **protein**.
Nuts and seeds are also sources of **protein**.



Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Carbohydrate	Sugars	Salt
1548kJ 365kcal	3.0g	1.3g	34g	0.9g
13%	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Year 7 Knowledge Organiser

Food Technology

Topic: Introduction to Food & the Kitchen



Name	Small Equipment	Name
1. Grater		17. 12 Hole Muffin Tin
2. Fork		18. Cake Tins
3. Scissors		19. Frying Pan
4. Digital Scales		20. Boning Knife
5. Masher		21. Vegetable Peeler
6. Pastry Rings		22. Mixing Bowl
7. Saucepan		23. Measuring Jug
8. Sieve		24. Vegetable Knife
9. Toaster		25. Measuring Spoons
10. Ladle		26. Wooden Spoon
11. Chopping Board		27. Dessert Spoon
12. Wire Cooling Rack		28. Table Spoon
13. Garlic Press		29. Teaspoon
14. Balloon Whisk		30. Measuring Cups
15. Spatula		31. Fish Slice
16. Baking Tray		32. Tin Opener

Health & Safety when using the cooker		Parts of the cooker
Turn pan handles in away from edge of cooker. Always turn hob off when not in use. Never leave unattended. Do not let food boil dry. Take care – hobs may still be hot when turned off. Don't leave metal spoons in pans as they can become very hot. Always use dry cloths when removing food from the oven		Hob Conduction & Convection Grill Radiation Oven Convection

Personal Hygiene: Getting Ready to Cook
1 Tie up long hair
2 Leave bags and blazers tidily
3 Roll up sleeves
4 Put on an Apron
5 Wash and dry hands thoroughly

Key Words : Weights & Measures		
L	Litres	
g	Grams	
ml	Millilitres	1000ml=1 litre
Kg	Kilograms	1000g
Tbsp	tablespoon	15ml
Tsp	teaspoon	5ml
1pt	1 pint	568ml



Knife Safety Rules
<ul style="list-style-type: none"> The correct knife should be used for the appropriate job. Knives must be kept sharp and clean; a blunt knife is more likely to cause a cut because more pressure needs to be applied to use it to cut. Knife handles must be grease-free. The point must always be downwards when carrying a knife. Knives should not be put in the washing up bowl. A Knife must not be left on the edge of the table or chopping board.

Now Wash your hands	
Before:	<ul style="list-style-type: none">• Starting work• Handling high risk and ready-to-eat food
Between:	<ul style="list-style-type: none">• Preparing raw and high risk foods
After:	<ul style="list-style-type: none">• Preparing raw food• Going to the toilet• Coughing sneezing or blowing your nose• Cleaning• A Break• Touching your face or hair

Knife Skills	Technique	Description	Used for
Bridge Hold		One hand like a bridge & knife is placed under arch	Cutting food safely
Claw grip		One hand like a claw and knife against nails	Cutting food safely into small pieces

Eight tips for Healthy Eating
1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Try to eat less salt – no more than 6g a day for adults
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast



Choreography

Key choreography terminology:

Stimulus: A starting point for a dance (main focus)

Motif: A short phrase of movement that reflects a stimulus.

Choreographic intention: What the choreographer would like the audience to learn about the dance

Balletboyz's piece Young Men

A group of young men brought together by the indiscriminate brutality of war struggle to maintain their humanity in an unending cycle of combat and death.

What do you think the choreographic intention of this piece is?

How do you know this?

Physical & Performance skills

Distinction/Merit

Projection	The dancer makes the movements look bigger to exaggerate the action.
Energy	The force applied to the dance weight, attack, strength, and flow of a dancer's movement
Musicality	How the movement and music connect
Facial Expression	Use of the face to show mood, feeling or character.
Flexibility	The range of movement in the joints (muscles, tendons and ligaments).
Alignment	Correct placement of body parts in relation to each other
Stamina	To maintain physical and mental energy over periods of time
Coordination	Multiple body parts moving at the same time
Extension	Lengthening one or more muscles or limbs
Posture	The way the body is held
Control	The ability to start and stop movement, change direction and hold a shape efficiently
Strength	Muscular power
Balance	A steady or held position achieved by an even distribution of weight.

Pass

Projection

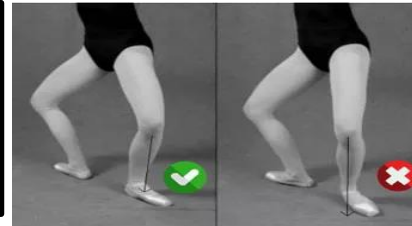
The movements are made bigger.

See in the picture how the dancer is fully showing the movement.



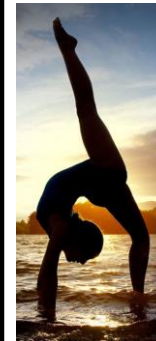
Alignment

Correct placement of body parts in relation to each other. This prevents injury



Flexibility

The range of movement in the joints (muscles, tendons and ligaments). This happens over time with constant stretching when warm.



Strength

Muscular power. This helps dancers to hold more difficult positions and complete lift work



Extension

Lengthening one or more muscles or limbs. Creating lines that are straight.



Musicality

How the movement and music connect

The dance could connect with:

the words in the song
the speed of the song
the layers in the music

Stamina

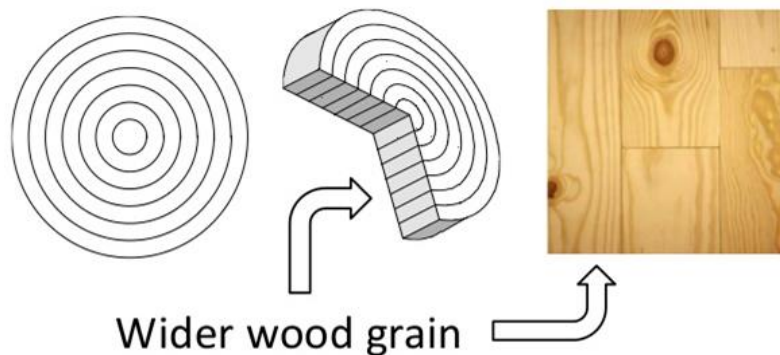
To not give up physically or mentally when dancing. It means that dancers can perform a dance full out all the way through!

Balance

A steady or held position. You can do this by shifting and evening out weight in the body.

DANCE

1. Brief - A set of instructions that your practical project must meet.
2. Aboriginal - Describes the indigenous Australian people before Australia was colonized.
3. Culture - The ideas, customs, and social behaviour of a particular people or society.
4. Bench hook - A workbench accessory used in woodworking, to provide a stop against which the piece of wood being worked can be firmly held.
5. Try Square - A woodworking tool used for marking and measuring a piece of wood at a right angle to the edge.
6. Hazard - A danger or a risk.
7. Deciduous - A tree or shrub that sheds its leaves annually.
8. Evergreen - A plant that retains green leaves throughout the year.
9. Butt Joint - A wood joining technique in which two pieces of wood are joined by simply placing their ends together.
10. Evaluation - An assessment of what has worked well or not so well.



1. What is wood? - The hard fibrous material that forms the main substance of the trunk or branches of a tree or shrub, used for fuel or timber.
2. **Hardwood** - Trees that are Deciduous lose their leaves. Hardwoods stop growing in the winter. These trees are native to places with a temperate climate like the UK and North America. **Slow growing/expensive.**
3. **Softwood** - Trees that are coniferous are known as Evergreen. Softwoods grow all year round. These trees are native to colder places like Scandinavia or Canada. **Faster growing/cheaper.**
4. Hardwood- Closer grain, the growth rings are closer together.
5. Softwood- Wider Grain, The growth rings are further apart.
6. Man-made boards - MDF, Plywood, chipboard.



Year 7 Drama Knowledge Organiser

Terms 5 & 6: 'Page to Stage'



Tasks...

- To choose a production either from your KO, something we have explored in class or a favourite one and to answer these questions:
 - What lighting would you use for the production? Colour? Brightness? Why?
 - What sounds would you use for the production? When and why?
 - What costumes would you create for the characters? Explain your decisions.
 - What props would you need to gather or create for the production?
- What is the role of the lighting Designer?
- What is the role of the sound technician?
- What is the role of the costume designer?
- What is the role of the stage manager?

Mood and atmosphere: Both **atmosphere** and **mood** refer to feelings, but there's a small difference. The **atmosphere** is an external feeling coming from the physical environment. The **mood** is the internal feeling of the audience. The external feeling induces the excitement in the reader. Atmosphere is created by objects, characters, props, background, setting and foreshadowing. Atmosphere shows the feeling and emotion of the scene. It is important to consider what atmosphere you want to create in performance. **Mood** is the feeling or tone of a performance. The mood shows how you want the audience to feel.

Costume: When considering the costume for a character think about their personality and important to the play. How are you going to create meaning with the costume? How will you show the audience what personality that character has with the costume?

Lighting: When choosing the lighting for your piece think about the colours and what they suggest to the audience, think about where you want the audience attention to be.

Staging: When blocking, rehearsing and performing always think about how you are going to set up the space. Where will the actors be placed? Where will the props and set be placed? What stage would work best for the production?

Page to Stage: Staging is the process of selecting, designing, adapting to, or modifying the performance space for a **play** or film. Putting the page to stage focuses on the directing, designing and producing of a play. Putting page to stage would look at how to set the space for a scene. It would then focus on the props and costume needed. It would then be important to cast the characters and work on the characterisation. The text would then be analysed and final all of this combined would be rehearsed to produce a performance.

Semiotics: Everything on stage has meaning. Semiotics is the reading of signs and symbols on stage. The symbols and objects are used to represent ideas and meaning to an audience. For example, colour has meaning on stage such as red could mean anger or love. Colours can symbolise emotion, feelings, mood and atmosphere. Objects can represent time periods by using props on set. If an object or colour is on stage then it must have a meaning.

Context: The context is the background of the play.

Key Skills (Performance)

Body Language	The style relies on telling the story through action not words. Much of the story will be told by the way the actors express themselves through their body language
Facial Expressions	Helps the audience understand the relationship between the characters / responses to action / type of character
Exaggerated Action	Makes the action / characters larger than real life which creates the comedy
Vocal Projection	To project your voice in order that the audience can hear you.
Proxemics	The way that the performance space is used to help to tell the story
Characterisation	The creation of a character.

Key Skills (Interpretation)

Improvisation	Improvisation, or improv, is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment. Often improvisers will take a suggestion from the audience, or draw on some other source of inspiration to get started.
Collaboration	To work with others towards a common goal.
Devising	To create your own performance.
Stagecraft	Skills and experience in staging plays
Atmosphere	The tone or mood of a place or situation
Mood	A state of mind or feeling

DRAMA

Year 7 Drama Knowledge Organiser

Terms 5 & 6: Professional works

Harry Potter

Harry Potter is a book written by J K Rowling. There is a series of fantasy novels that is set in Hogwarts School of Wizardry. The main story arc is Harry's conflict with Lord Voldemort. It is magical, dark and exciting.

Task: To research Harry Potter and make a collage of the themes, characters, plot and draw what stage you would create for the production.

Narnia

Narnia is a book written by C S Lewis. These are fantasy novels that is set in the world of Narnia. It narrates the story of a family of children who find themselves in this magical land of talking animals, witches and enchanted lands.

Task: To research Narnia and make a collage of the themes, characters, plot and draw what stage you would create for the production.

Wind and the Willows

The Wind and the Willows is a musical written by Julian Fellowes. It is based on the 1908 novel by Kenneth Grahame. It follows the story of a group of animals and their quest to save Toad Hall.

Task: To research the play Wind and the Willows and make a collage of the themes, characters, plot and draw what stage you would create for the production.




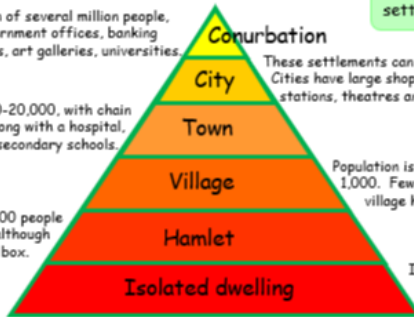
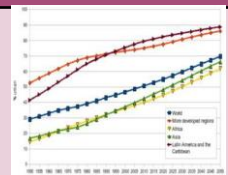






Year 7 Drama Knowledge Organiser

Terms 5 & 6: Self- Reflection

What you are doing well.....			What you need to focus on.....		
You show a practical understanding of facial expressions, body language & gestures	You work well and stay focused in rehearsal	You can show professionalism when performing	To work on your vocal projection	To be more confident to perform in front of others	To gain more knowledge of key skills to put on a production
You are able to articulate well when evaluating performances	You are able to share ideas within your group confidently	You demonstrate performance skills such as vocal projection and focus	To share more ideas in your group collaboration	To remain professional and focused in performance	To work on your use of facial expressions, body language & gestures
You show a good understanding in semiotics	You are able to create a character within a performance	You are able to show confidence by performing in front of others	To use more Drama vocabulary in your feedback	To avoid distractions in class and stay focused	To be able to give yourself and others feedback
Reflection Time - What will you do now to improve?					

Self Assessment

Knowledge (Technical)	I can understand and apply page to stage techniques (semiotics, proxemics, characterisation, script)	😊😊😊😊😊
	I can understand and define the key skills of facial expressions, body language & gestures	😊😊😊😊😊
	I can identify what an atmosphere is and can explain how this can be created on stage	😊😊😊😊😊
Creating (Constructive)	I can work collaboratively to stage and create a scripted performance	😊😊😊😊😊
	I can apply the page to stage techniques and drama skills to my performance	😊😊😊😊😊
	I can contribute creative ideas within my group towards our performance	😊😊😊😊😊
Performing (Expressive)	I can use key performance skills (projection & facing the audience) when performing	😊😊😊😊😊
	I can use key drama skills (facial expressions, gesture & body language) in performance	😊😊😊😊😊
	I can remain focused throughout my performance and stay in character	😊😊😊😊😊
Professionalism	I can work well within a group sharing ideas and listening to others	😊😊😊😊😊
	I can apply drama terminology and show respect when giving feedback in the class	😊😊😊😊😊
	I can remain focused throughout the lesson and challenge myself to succeed	😊😊😊😊😊

Location of cities			Key Vocabulary	
Where in the UK?	Reasons for the location:	Rural Settlements near us	Settlement	A place where people develop a community.
	<ul style="list-style-type: none">• flat land, to make building easier and safer• local raw materials, eg wood and stone, to build homes• a local water supply for drinking, washing, cooking and transport• dry land, so that people could build on areas that don't flood• a defendable site, eg a hilltop or river bend, to protect from attackers• good farm land with fertile soils, so people could grow crops• shelter, eg to protect from bad weather• transport links, eg a ford or low crossing point of a river	<ul style="list-style-type: none">• Dartmoor is a very rural (countryside) area. But there are several villages and hamlets found on the moors.• For example, Yelverton just to the north of Plymouth• There has been building on the moors to provide accessibility.• There have been questions raised about the pressure people put on Dartmoor. With so many people living nearby, the wildlife are at risk as well as the landscape. <div></div>	Services	A system supplying a public need. E.g. transport. Communication or utilities
Settlement Hierarchy			Hamlet	A small group of homes. Unlikely to have no facilities.
<div><div>Large</div><div>High</div><div>SIZE</div><div>FREQUENCY</div><div>Small</div><div>Low</div></div> <div><div>Annotate your own settlement hierarchy.</div></div>			Village	Larger than a hamlet, including some services. E.g. post office, shop.
Urbanisation			Town	May contain tens of thousands of people. Towns have a range of functions including shopping centres, secondary schools and hospitals
<div><div>Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.</div></div>			City	An area with large numbers of people. Cities provide a wide range of functions. In the past were decided by presence of a Cathedral but today the Queen decides.
Causes of Urbanisation - Migration			Megacities	A city with a population over 10 million.
<div><div><div>Push Factors</div><ul style="list-style-type: none">• Mechanisation• Drought• Lack of employment• Lack of services• War</div><div><div><div>Pull Factors</div><ul style="list-style-type: none">• More Jobs• Better education & healthcare• Increased quality of life.• Following family members</div></div></div>			Urbanisation	The increasing percentage of people living in urban areas.
Land Use Model			Migration	The movement of people from one place to another.
<div><div><div>Burgess Model</div><div></div><div><div>Key</div><ul style="list-style-type: none">Central business district (CBD)Inner cityInner suburbsOuter suburbs</div></div><div><div><div>CBD - Central Business District</div><div>Contains functions such as shops, entertainment and offices. The main center of the city.</div></div><div><div>Inner City:</div><div>Terrace housing and high rise flats, space is at a premium. Originated from a need for factory workers to walk to work. Often contain high rates of redevelopment.</div></div><div><div>Inner Suburbs:</div><div>Land was cheaper here so houses were bigger, often semi detached with gardens.</div></div><div><div>Outer Suburbs:</div><div>Located near to the edge of the city. This zone contains larger detached homes, housing estates, retail parks, super markets. Business have also been moving to this zone.</div></div></div></div>			Pull factors	Attractions of a place moving to.
<div><div>Challenges of living in a city</div><div><ul style="list-style-type: none">• Air pollution• Waste- rubbish and sewage• High property prices• Crime• Rise of informal illegal settlements</div></div> <div><div>Cities of our future</div><div><div></div><div>Sustainable - meeting the needs of today without compromising the ability of future generations to meet their own needs.</div><div>How can our cities be more sustainable?</div><ul style="list-style-type: none">• Creating green spaces in cities.• Use of renewable energy in homes.• Energy efficient transport• Improved public transport• Porous pavements allowing rainwater to pass.</div></div>			Push factors	Negatives of a place leaving from.
<div><div>Opportunities of living in a city</div><div><ul style="list-style-type: none">• Better access to schools, universities.• Job opportunities• Access to sports facilities and fixtures• Better health care provision</div></div>				

Box A: Key words and definitions

1. **Parliament** - The group of people who make or change laws that people in the country should follow.
2. **Puritan** - Strict Protestants
3. **Divine Right of Kings** - The idea that God had chosen him to be king and that Parliament had a less important role in government.

Year 7: **History**



Box B: Cause 1: Religion

1. At the time the Catholic faith was feared by the crown. Charles I's father James I, had been the target of the Gunpowder Plot of 1605.
2. Charles I married Henrietta Maria, a Roman Catholic from France. Parliament feared that the Catholics would have influence over the king.
3. The Archbishop of Canterbury, William Laud, introduced **Armenian** reforms into the Church of England. **Arminian practices** are closer to Catholicism than other forms of Protestantism and include using candles and bowing at the name of Jesus.
4. Many MPs were Puritans. They thought Charles wanted to make England Catholic again.
5. Charles believed in the Divine Right of Kings.

Box F: Parliament's supporters

1. **'Roundheads'**, the merchants and traders of the south-east and London, supported Parliament. Also known as **Parliamentarians**.
2. This gave Parliament much more money than the king.
3. Parliament also controlled the navy.
4. Many of the supporters were Puritan.

Box E: Charles I's supporters

1. **'Cavaliers'**, the rich men of the northern and western areas of Britain, were **Royalists** and supported the king.
2. At the start of the war Charles I had better horsemen.
3. Most of the Royalists were Catholic.

Box C: Cause 2: Foreign Policy

1. Charles I kept increasing taxes to pay for wars abroad.
2. An attack on France in 1627 failed. In 1627, Charles I sent a military force to France to support **Huguenots (French Protestants)**. It failed and was also very expensive, losing Charles even more support at home.

Box D: Cause 3: Reduced Role of Parliament

1. People came to believe that Charles I was not a good king.
2. When Parliament complained about Charles I's actions in 1629, Charles I closed down Parliament. He did this until 1640.
3. Charles I ruled without a Parliament for 11 years.
4. Charles I needed to raise money without Parliament so he used old laws such as Ship Money, which was a tax collected from coastal towns in the Middle Ages to pay for the navy.
5. In 1635 Charles I made inland counties pay Ship Money too.
6. On 4th January 1642 Charles I burst into the House of Commons with 400 soldiers and tried to arrest five Members of Parliament he accused of **treason** (trying to kill him). They all escaped. Charles I is not allowed to go into the House of Commons, so he was breaking the law.

Box G: Fighting

1. The first major battle took place on 23rd October 1642 at Edgehill, near Birmingham.
2. For the next few years, Charles and his '**Royalists**' won most of their battles – they even trapped many '**Parliamentarians**' inside their own homes until they surrendered. These were known as **sieges**.
3. The Roundheads responded by creating a **New Model Army** of soldiers in 1645. They were well-equipped and wore new, red coats – the first ever army to wear a standard uniform. Their men also often wore 'lobster pot' helmets to help protect their: head, neck and face.

Box J: Commonwealth. The World Turned Upside down.

1. England became a **republic** called the **Commonwealth** (1649-60) after Charles' execution.
2. At first Parliament ruled the country, but in 1653 Oliver Cromwell dismissed Parliament and ruled as '**Protector**'. Cromwell was a Puritan.
3. The **Puritans (strict Protestants)** became powerful. During this time, churches had to be plain, and dancing, the theatre, pubs, gambling, Maypoles and even Christmas were banned.
4. This period of time is often known as 'when the world turned upside down' as new ideas emerged about how to rule. Groups such as the Diggers, Fifth Monarchists and the Levellers each tried to make changes to society.
5. The Diggers believed that the earth was for everyone to share and no man had a right to rule over another. They protested in 1649 but the church and the landowners ended their protests and refused to support them.
6. Cromwell died in 1658 his son, Richard Cromwell, took over. His son was a Puritan.

Year 7: **History**

KnowIT

Box H: Armie

1. Pikemen carried long, wooden spears called pikes;
2. Musketeers would fire heavy guns called muskets which were powered by gunpowder;
3. The cavalry were mounted on horses and carried swords and two pistols (which could fire one shot each);
4. Dragoons were also mounted on horseback and were armed with guns called carbines.

Box I: End of English Civil War

1. The fighting continued until 1646 when the King gave himself up to the Scots.
2. In May 1648 Charles made a deal with the Scots and started a Second Civil War.
3. After Cromwell had defeated Charles a second time – at the Battle of Preston in August 1648 – Parliament put him on trial for **Treason (fighting against your country)**.
4. Charles was found **guilty** and executed on 30 January 1649.

Box K:

1. In 1660 when Richard Cromwell left his position, the son of Charles I (Also known as Charles!) was then asked to become King- Charles II. This ended the Republic. England was now ruled by a king again. Charles II was a Protestant.
2. Charles II worked in co-operation with Parliament and so ruled a much happier Britain. He was nicknamed '**the Merry Monarch**' because he changed many of the laws Cromwell had made.
3. Charles II died in 1685. On his death-bed, Charles II said he was a Catholic.
4. Charles' brother James II now became King.
5. James II was a Catholic and really unpopular. People didn't want a Catholic king and when he had a son in 1688 there was a real chance Catholicism would come back.
6. In June 1688, powerful Protestants asked James' daughter and son-in-law, William and Mary of Orange to come and rule as King and Queen.
7. This event was known as the **Glorious Revolution**.

Box M: Uniting the Kingdom and Ireland

1. In 1500 England was disunited. By 1750, Ireland, Wales, Scotland and England were largely under the control of London and known as the United Kingdom.
2. Ireland was a very catholic country. There were deep divisions as the English rulers were mainly Protestant. From 1591-1691 there were a number of attempts by the English to take over Ireland for good.
3. In the Siege of Drogheda, Cromwell ordered the massacre of Catholics in Ireland. Thousands were killed.

Programmatic Music

Program music is a type of music that creates an image in your head when it is performed. There are links to film music also as this supports images you are seeing on screen. It tends to use only instruments rather than voices or at least words. The idea is that from the moment the music starts ideas will pop into your imagination because of how the music has been created.

Famous Piece of Programmatic Music...

Beethoven - 6th Symphony

<https://www.youtube.com/watch?v=iMJPZ-mu-Ts>

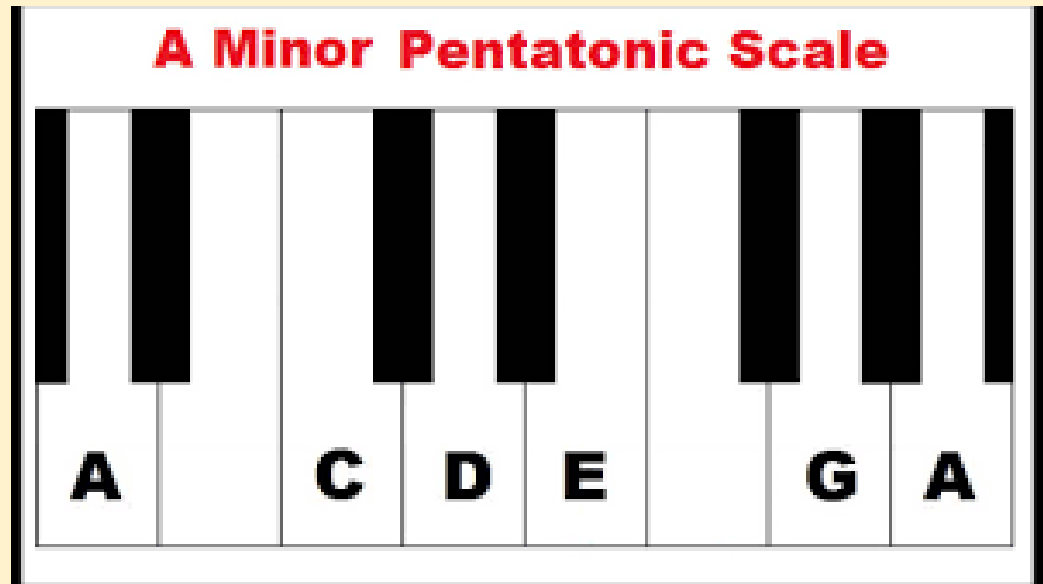
Mike Oldfield - the songs of distant earth mike oldfield

<https://www.youtube.com/watch?v=gRivMEEZZE8>

Debussy's - Prélude à l'après-midi d'un faune

<https://www.youtube.com/watch?v=bYyK922PsUw>

Pentatonic Scale



This series of notes comes from the Far East and is created by only using 5 notes from the normal scale.

Instruments:

Xylophones - a pitched instrument that is struck.

Percussion

Drums

Shakers

Composing Music

Composing music is how you put music ideas together to create a piece. There is no RIGHT or WRONG way only what sounds right to you, the artist. Elements to include are...

- **Making a Melody** (Motif)

Melodies can be loud, quiet they can increase in volume they can suddenly drop in volume. Melodies can go

Upwards and they can fall... They can move up step by step (like the white keys on a keyboard). Melodies can jump around the keyboard it depends what it is for.

- **Bassline**

You can create another part to your melody. This can be created by adding an ostinato or a drone. You can even add a drone and a bassline.

Key Terminology:

Music Notation - How music is written. This was very different in the medieval ages.

Score - The music is all written one page and includes all the parts.

Stave - The 5 lines that music is written on.

Treble clef - This is at the beginning of the stave and tells you what type of instrument you need to play.

Ostinato - a repeating pattern of a short music idea or rhythm.

Drone - two notes played together at the same time.

Melody - a tune played by an instrument.

Pitch - How high or low a note is.

Scale - How music is organised. Remember in our medieval pieces we were using a scale of 5 notes.

Imitation - the same idea that moves between different instruments.

A **xylophone** is a wooden instrument that has bars on the top. Each bar is tuned to a certain note that is struck by a beater. Although made of wood it is a beautiful sounding instrument.



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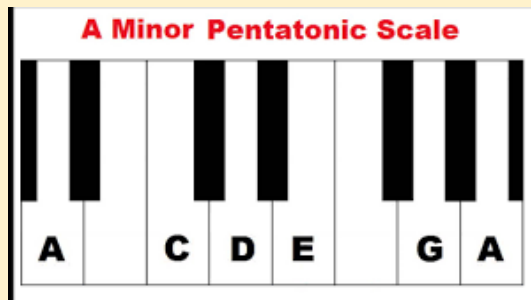
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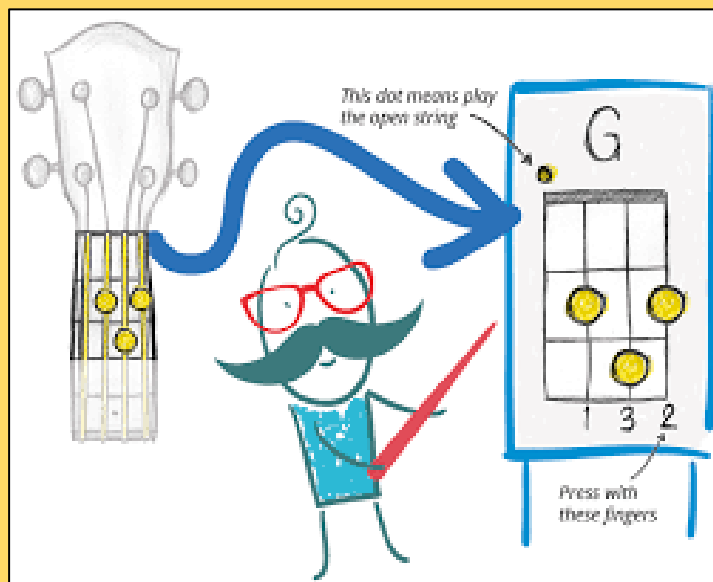
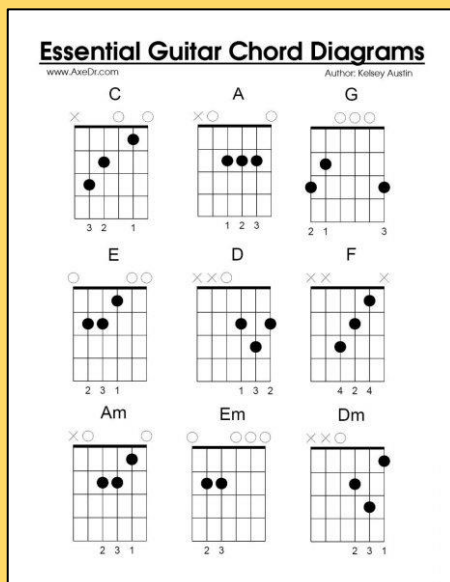


You're in the Band...

A BAND - a group of people who come together to play music.

- Guitar
- Bass Guitar
- Drums
- Piano/Keyboard
- Ukulele
- Vocals

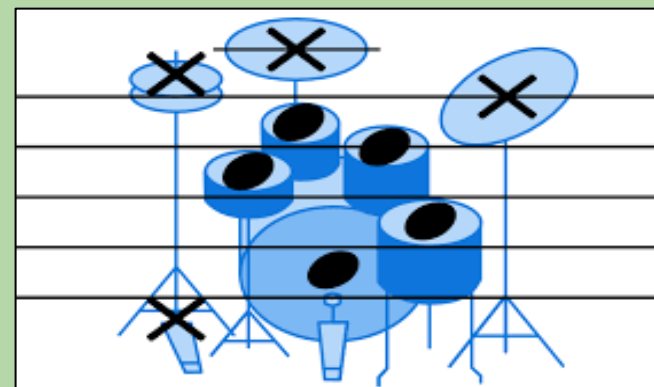
G -----
 D -----
 A ----- 1 1 1 1 ----- 4 4 4 4 -----
 E - 1 - 1 1 ----- 4 - 4 4 -----



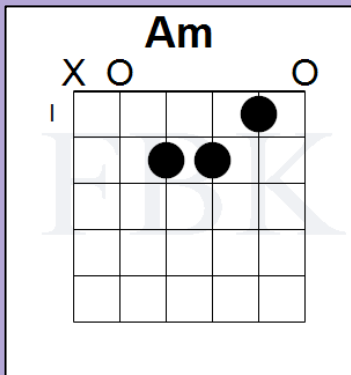
Key Elements -

Performance skills - Confidence - stage presence
 working as an ensemble - Listening - watching - collaboration - rehearsing
 Reading Tablature - Chord Charts
 Instrumental skills - techniques - practice

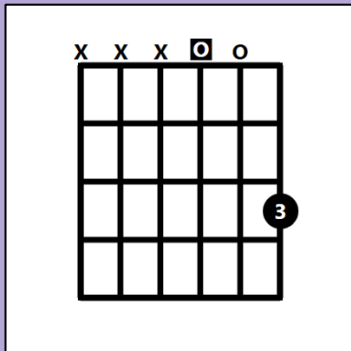
Key pieces and performers -
 Queen - Live at Live Aid
 Rude - Magic
 Shake it off
 Riptide



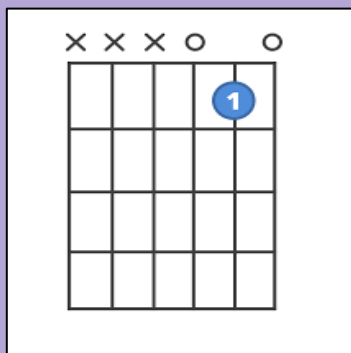
GTR CHORDS



Am Chord



G Chord



C Chord

Lead Sheets

I was scared of dentists and the darks
I was scared of pretty girls and starting conversations
Oh, All my friends are turning green,
You're the Magician's assistance in the dreams.

Ahhhhhooooo, Ahhhhhhhaaaaa
And they come unstuck

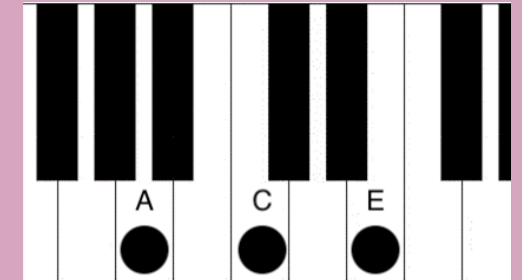
\ldy running down to the riptide,
Taken away from the darkside,
I wanna be you left hand man,
I love you when your singing that song and,
I get a lump in my throat when you get the words wrong.

There's this movie that I think I'll like,
This guy decides to quit his job and head to New York
city,
This coyboy is running from himself,
And he's been siting on the higher Shelf.

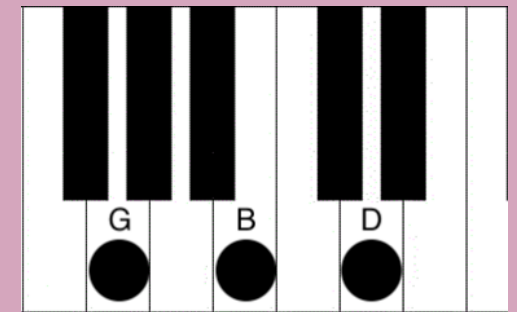
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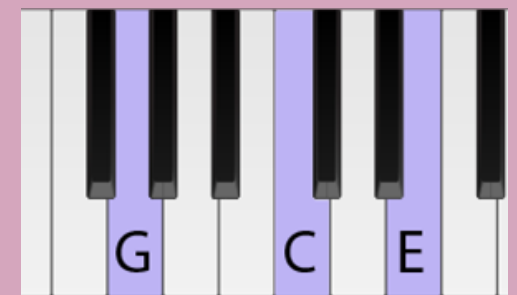
Riptide



Am Chord



G Chord



C Chord

1. Key terms:

Equality- the state of being equal, especially in status, rights, or opportunities.

Justice- the principle that people receive that which they deserve, just behaviour or treatment

Gurdwara- Sikh place of worship.

Khalsa- a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs.

Sewa- means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain.

Amrit- a syrup considered by Sikhs to be divine, and which they drink at religious observances

Guru Granth Sahib- Sikh holy book.

Caste- the hereditary classes of Hindu society, distinguished by relative degrees of ritual purity or pollution and of social status.

2. Hinduism: Hinduism is **the world's oldest religion**, according to many scholars, with roots and customs dating back more than 4,000 years. The caste system divides Hindus into four main categories - **Brahmins, Kshatriyas, Vaishyas and the Shudras**. Many believe that the groups originated from Brahma, the Hindu God of creation. Mahatma **Gandhi** led India to independence during British led rule through a campaign of civil disobedience and nonviolent protest. He also asked Hindus to forget about religious and **caste** differences.

3. Sikhism: founded by a wise man called **Guru Nanak**. Guru Nanak is considered the first Sikh Guru. Guru Nanak was **born** into a Hindu family in 1469. When he was 30 he mysteriously disappeared for 3 days. When he reappeared, he began to preach the Sikh faith. He spent the rest of his life teaching, writing and travelling around the world to discuss religion with Muslims and Hindus. Guru Nanak began **teaching the importance of the equality of all people**, regardless of their caste, religion or gender. He taught that everyone is created by God's will and therefore we must all be treated equally and with respect. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him.

The **Khalsa** was formed by **Guru Gobind Singh** at **Vaisakhi** in AD1699. It is a group into which committed Sikhs can be initiated to demonstrate their devotion to their faith.

The Khalsa commemorates five volunteers who were prepared to offer their lives for **Waheguru** (God) and Guru Gobind Singh. Their commitment is an example of **sewa** – a willingness to serve others without thought for your own wellbeing.

Sikhs who are members of the **Khalsa** will try to observe the **Five Ks**. These Sikhs will have undergone the **Amrit Sanskar ceremony** started by **Guru Gobind Singh**. The Five Ks remind Sikhs of how to behave and are a reminder that God is with them.

- **Kesh** - uncut hair reminds Sikhs of the gifts from God and how they accept them.
- **Kangha** - a wooden comb used to comb the hair reminds Sikhs of how God untangles their lives and helps them to keep things ordered.
- **Kara** - a metal bracelet is a symbol of God's never-ending love for Sikhs and a visual reminder of their actions.
- **Kachera** - cotton undergarments are similar to the ones traditionally worn by Sikh warriors, also a symbol of purity.
- **Kirpan** - a sword that is often worn under a Sikh's clothes, rather than outside them, serves as a reminder to help someone who is vulnerable and for Sikhs to defend their faith.

4. Key terms:

Racism- prejudice, discrimination against a person or people on the basis of their membership of a particular racial or ethnic group.

Prejudice- preconceived opinion that is not based on reason or actual experience.

Discrimination- the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Islamophobia- prejudice against Islam or Muslims

Refugee- a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Asylum seeker- a person who has left their home country as a political refugee and is seeking asylum in another.

5. Racism:

The term racism refers to discrimination against people on the basis of their race. Racial discrimination can occur as a result of stereotyping, prejudice and bias. Racial discrimination also occurs in large measure through subtle forms of differential treatment.

Throughout history many people have campaigned to try and stop racism. This campaigning has resulted in huge steps forward with many countries making racism illegal. Examples include:

Martin Luther King Jr.- Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesman and leader in the American civil rights movement from 1955 until his assassination in 1968. Famous for his 'I have a dream.' speech, the Montgomery Bus Boycott and his march from Selma to Montgomery.

Mpho Tutu- Mpho Tutu was born in South Africa in 1963. She is a priest in the Anglican church and grew up learning about oppression, racism and sexism from the apartheid state of South Africa from the treatment of her famous father Desmond Tutu; he often got racist death threats for his anti-apartheid work.

Christianity: **There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.** Judaism: **Equality of man is an empty phrase so long as it does not exist among the world's people.** Islam: **I shall not lose the sight of the labour of any of you who labours in My way, be it man or woman; each of you is equal to the other** Hinduism: **All who can walk are equally entitled to the use of paths and roads.** Buddhism: **In the sky, there is no distinction of east and west; people create distinctions out of their own minds and then believe them to be true.** Sikhism: **Recognise the Lord's Light (Spirit) within all, and do not consider social class or status; there are no classes or castes in the world hereafter.**

6. Islamophobia:

Islamophobia is often caused by ignorance of the religion of Islam. Some people think the use of the word by the media is not helpful.

More than half of all the Muslims who live in Wales are based in Cardiff. Because some Muslims have experienced Islamophobia in their own lives, a conference which took place at Cardiff Civic Centre in 2015, gave many Muslims the opportunity to talk about how they are trying to overcome Islamophobia.

An estimated 6 million people are Syrian refugees who have sought refuge and protection across Europe from 2011 to the present day. Many of these refugees face Islamophobia in the countries they flee to.

¿Qué haces en tu tiempo libre? *(What do you do in your free time?)*

1

<u>FREQUENCY PHRASE</u>	<u>VERB</u>	<u>NOUN</u>	<u>NOUN - WITH WHOM</u>
A menudo <i>[Often]</i>	juego <i>(I play)</i>	al ajedrez <i>[chess]</i> al baloncesto <i>[basketball]</i> al fútbol <i>[football]</i> al tenis <i>[tennis]</i>	con mi mejor amigo. <i>[with my best friend]</i>
A veces <i>[Sometimes]</i>			con mis amigos. <i>[with my friends]</i>
Raramente <i>[Rarely]</i>	hago <i>(I do)</i>	ciclismo <i>[cycling]</i> equitación <i>[horse riding]</i> escalada <i>[rock climbing]</i> natación <i>[swimming]</i> senderismo <i>[hiking]</i>	con mi amigo. <i>[with my friend]</i>
Todos los días <i>[Every day]</i>		<u>NOUN - PLACE</u>	con mi hermano. <i>[with my brother]</i>
Cuando tengo tiempo <i>[When I have time]</i>	voy <i>(I go)</i>	a la piscina <i>[to the pool]</i> a la playa <i>[to the beach]</i> al gimnasio <i>[to the gym]</i> al parque <i>[to the park]</i> al polideportivo <i>[to the sports centre]</i>	con mi hermana. <i>[with my sister]</i> con mis padres. <i>[with my parents]</i>

¿Qué haces cuando hace mal tiempo? *(What do you do when the weather's bad?)*

2

<u>WEATHER PHRASE</u>	<u>VERB</u>	<u>NOUN</u>	<u>EXCLAMATION</u>
Cuando está nublado <i>[When it is cloudy]</i>	juego <i>(I play)</i>	al ajedrez. <i>[chess]</i> al baloncesto. <i>[basketball]</i> al fútbol. <i>[football]</i> al tenis. <i>[tennis]</i>	¡Qué aburrido! <i>(How boring!)</i>
Cuando hace buen tiempo <i>[When the weather is good]</i>	mi ____ juega <i>(my ____ plays)</i>		
Cuando hace mal tiempo <i>[When the weather is bad]</i>	hago <i>(I do)</i>	ciclismo. <i>[cycling]</i> equitación. <i>[horse riding]</i> natación. <i>[swimming]</i> senderismo. <i>[hiking]</i>	¡Qué activo! <i>(How active!)</i>
Cuando hace calor <i>[When it is hot]</i>	mi ____ hace <i>(my ____ does)</i>		
Cuando hace frío <i>[When it is cold]</i>		<u>NOUN - PLACE</u>	¡Qué divertido! <i>(How fun!)</i>
Cuando hace sol <i>[When it is sunny]</i>	voy <i>(I go)</i>	a la piscina. <i>[to the pool]</i> a la playa. <i>[to the beach]</i> al polideportivo. <i>[to the sports centre]</i>	
Cuando hace viento <i>[When it is windy]</i>	mi ____ va <i>(my ____ goes)</i>		¡Qué guay! <i>(How cool!)</i>
Cuando llueve <i>[When it rains]</i>	me quedo <i>(I stay)</i>	en mi casa. <i>[at home]</i> en mi habitación. <i>[in my room]</i>	
Cuando nieva <i>[When it snows]</i>	mi ____ se queda <i>(my ____ stays)</i>	en su casa. <i>[at his home]</i> en su habitación. <i>[in his room]</i>	¡Qué lástima! <i>(What a shame!)</i>

¿Qué te gusta hacer? *(What do you like to do?)*

3

OPINION	VERB	NOUN	CONNEC TIVE	VERB	QUANTIFI ER	ADJECTIVE
Me encanta [I love]	jugar [to play]	al ajedrez [chess] al baloncesto [basketball] al fútbol [football] al tenis [tennis]	porque [because]	pienso que es [I think that it is]	tan [so]	aburrido. (boring)
Me gusta [I like a lot]	hacer [to do]	ciclismo [cycling] equitación [horse riding] natación [swimming] senderismo [hiking]				difícil. (difficult)
No me gusta [I don't like]				muy [very]	divertido. (fun)	
Odio [I hate]	ir [to go]	a la piscina [to the pool] a la playa [to the beach] al parque [to the park] al polideportivo [to the sports centre]			diría que es [I would say that it is]	bastante [quite]
				fácil. (easy)		
Prefiero [I prefer]	ver [to watch]	los programas de deporte (sports programmes) los concursos (game shows) los documentales (documentaries) los dibujos animados (cartoons)	son (they are)	un poco [a bit]	lento. (slow)	
					tonto. (silly)	
						aburridos. (boring) divertidos. (fun) emocionantes. (exciting) lentos. (slow) tontos. (silly)

¿Qué vas a hacer el sábado? *(What are you going to do on Saturday?)*

4

<u>CONDITION PHRASE</u>	<u>DAY</u>	<u>VERB</u>	<u>VERB</u>	<u>NOUN</u>
Si está nublado <i>[If it is cloudy]</i>	el lunes <i>[on Monday]</i>	voy a <i>[I'm going]</i>	jugar <i>[to play]</i>	al ajedrez. <i>[chess]</i> al baloncesto. <i>[basketball]</i> al fútbol. <i>[football]</i> al tenis. <i>[tennis]</i> con el nieve. <i>[with the snow]</i>
Si hace buen tiempo <i>[If the weather is good]</i>	el martes <i>[on Tuesday]</i>			hacer <i>[to do]</i>
Si hace mal tiempo <i>[If the weather is bad]</i>	el miércoles <i>[on Wednesday]</i>			
Si hace calor <i>[If it is hot]</i>	el jueves <i>[on Thursday]</i>			
Si hace frío <i>[If it is cold]</i>	el viernes <i>[on Friday]</i>		ir <i>[to go]</i>	<u>NOUN - PLACE</u> a la montaña. <i>[to the mountains]</i> a la piscina. <i>[to the pool]</i> a la playa. <i>[to the beach]</i> de pesca. <i>[fishing]</i>
Si hace sol <i>[If it is sunny]</i>	el sábado <i>[on Saturday]</i>			
Si hace viento <i>[If it is windy]</i>	el domingo <i>[on Sunday]</i>	me gustaría <i>[I'd like]</i>	quedarme <i>[to stay]</i>	en mi casa. <i>[at home]</i> en mi habitación. <i>[in my room]</i>
Si llueve <i>[If it rains]</i>	el finde <i>[on the weekend]</i>			
Si nieva <i>[If it snows]</i>				

PHYSICAL EDUCATION - A HEALTHY BALANCED DIET

A balanced diet – eating the right foods in the correct proportions. Taking in the right amount of calories for the expenditure of energy.

In order to perform well in sport, an athlete needs to have a healthy balanced diet.

1



2



3



There are 7 components of a balanced diet, these are:

- 1• **Carbohydrates** – Main energy source. i.e. pasta & potatoes
- 2• **Fats** – Secondary energy source & provides insulation. i.e. butter
- 3• **Proteins** – Help growth and repair of muscles. i.e. eggs, white meat & fish
- 4• **Minerals** – Maintains a healthy bodily functioning. i.e. iron and calcium
- 5• **Vitamins** - Maintains a healthy immune system. i.e. vitamin C/D
- 6• **Fibre** – Aids digestion of food in the gut. i.e. cereals & nuts
- 7• **Water** – Maintains hydration of an athlete.

4



5.



6.



7.



Hydration and physical activity

Water is necessary for:

- Transportation of nutrients
- Removes waste products through urine
- Regulates body temperature



A lack of water can cause **dehydration**. Symptoms are tiredness, lack of concentration and headaches.

After the event - An athlete will continue to drink fluids to replace the water and carbohydrate levels that are depleted.

In order to have a healthy balanced diet, you should eat a variety of different food groups. The **eatwell plate** shows you the approximate portions.



PHYSICAL EDUCATION - THE COMPONENTS OF FITNESS

Fitness can be broken down into different parts, these can be called the Components of Fitness.

Components of Fitness	Definition	How does it link to Sport?	How can I test the components of fitness?
Agility	The ability to change the position of the body quickly and control the movement.	Football - A footballer will need to dribble with speed, control and will need to change direction in order to beat the defenders.	Illinois Agility Test
Balance	The ability to maintain the body's center of mass above the base of support.	Athletics - A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds.	Standing Stork Balance Test.
Coordination	The ability to use two or more body parts together.	Table Tennis - A player will need good hand-eye coordination in order to successfully hit the ball over the net.	Tennis Ball Wall Toss.
Flexibility	The range of motion (ROM) at a joint.	Gymnastics - A gymnast will need to show great flexibility when performing the splits.	Sit and Reach Test.
Muscular Endurance	The ability to use voluntary muscles repeatedly without tiring.	Netball - A netball player will need to repeatedly use their muscles when performing skills such as: passing, shooting and marking in a competitive game.	Sit Up Test. Press Up Test.
Muscular Strength	The amount of force a muscle can exert against a resistance.	Rugby - A rugby player will need to exert a large amount of force when making a tackle in Rugby.	Wall Sit.
Power	The ability to perform strength performances quickly.	Athletics - A javelin thrower applies great force to the spear while moving their arm rapidly forward.	Broad Jump. Sargent Jump.
Reaction Time	The time taken to respond to a stimulus.	Running - Track events start with a pistol fire; therefore all runners must react quickly to give them an advantage to race.	Ruler Drop.
Speed	The ability to put body parts into motion quickly.	Basketball - A basketball player will need to sprint down the court in order to get away from a defender/opponent.	30M Sprint.



SPORT



REVISE@PA

FLASH CARDS

USE Memorising key words/facts/short pieces of information.

WHAT ARE THEY?

A set of cards with a question/ key word on one side and an answer/ definition on the other. You learn as you make the cards and then have an excellent tool to test yourself over and over until you know the answers.

HOW DO I USE THEM?

MAKING THE CARDS:

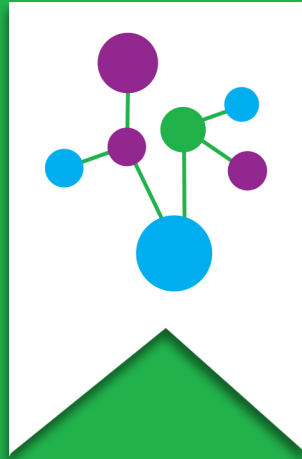
1. Buy or make some cards (A6 size) - Not paper.
2. Write the topic/subject in the corner of the card.
3. Write a key word/ question on the same side of the card.
4. On the other side of the card write the answer (if you have written a question) or definition/ explanation (if it is a key word).
5. Make a set of cards - You can use different colour cards for different topics or for easier and harder questions.

USING THE CARDS:

1. Read through cards (both sides) one at a time.
2. Test yourself- go through the cards one at a time. If you have asked a question, try to answer it out loud or in your mind; if you have written a key word try to recall as much information as you can.
3. After each card, turn it over and look at the answer/definition. If you are happy with the way you have answered it put it on the RIGHT pile. If you got the information wrong or your answer was incomplete , put it on the WRONG pile.
4. When you have gone through all the cards, repeat the process with the WRONG pile. Keep repeating until you have no cards in the WRONG pile.
5. You can also use your cards to test your friends.

Put your cards in a safe place - You can come back to them in future.

PLYMPTON ACADEMY



TERM FIVE & SIX

HANDBOOK

YEAR 7