Bishop Ullathorne Catholic School
Knowledge Organiser

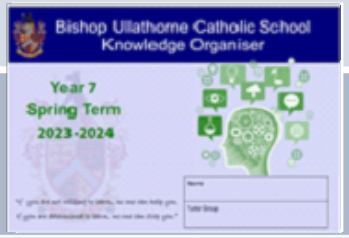
Year 7
Spring Term
2023-2024

Name
Tutor Group

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

Your Knowledge Organiser and Self Quizzing Book

Knowledge Organisers

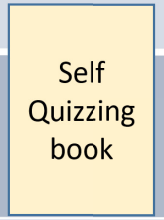


Knowledge Organisers contain critical, fundamental knowledge that you MUST know in order to be successful in Year 7 and subsequent years.

They will help you recap, revisit and revise what you have learnt in order to move the knowledge within from your short-term memory to your long term memory.

You must keep all of your Knowledge Organisers and Self Quizzing books at home because the fundamental knowledge required in Year 7 will also be required in Year 8 to 11.

Self Quizzing Book



This is the book that you should write in to complete your Knowledge Organiser Home Learning. **You do not need to bring this to school.**

Follow the simple rules on the right about how to use your Knowledge Organiser. You can also watch the video on our Home Learning webpage for more ideas on how to use the Knowledge Organiser.

You will be tested as a starter activity in your lesson on the day that the Home Learning is due. This will be completed in your normal exercise book and you will mark it in class.

The 'Look Cover Write Check' method

Step 1 Check Class Charts for what section your teacher has set you to learn for your Home Learning.

Step 2 Write the title of the section in your Self Quizzing Book .

Step 3 Write out the section that you have been asked to learn.

Step 4 Cover up the section in your Self Quizzing book. Read it, Cover it, Say it in your head, check it…REPEAT until confident.

Step 5 Cover up the section and write from memory in your Self Quizzing book.

Step 6 Check your answers and correct where required. Repeat steps 4 to 6 until you are confident.

Contents

Subject	Page
Art	1
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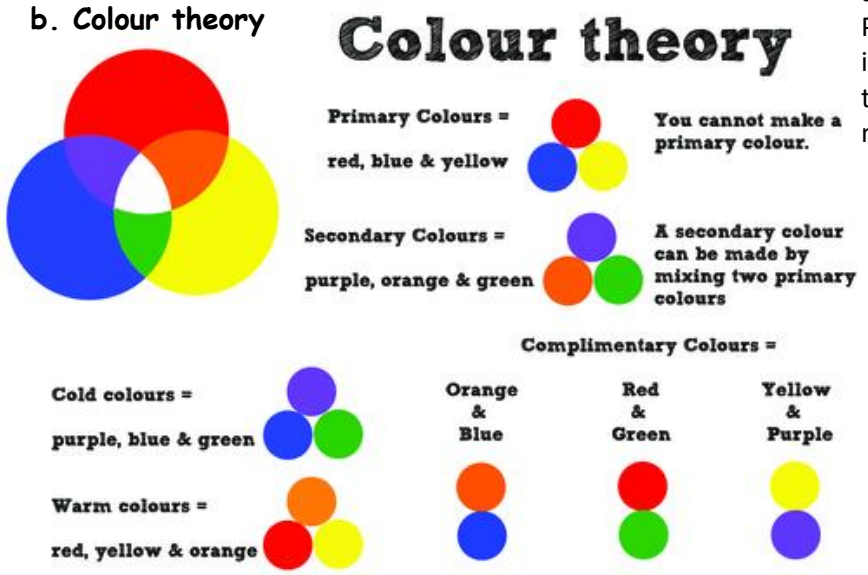
Knowledge Organiser – Year 7 key skills and Fauvist landscapes

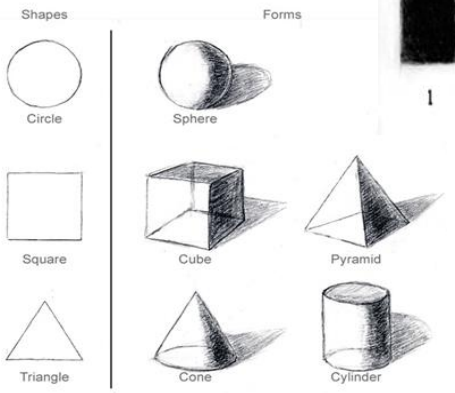
a. Art keywords

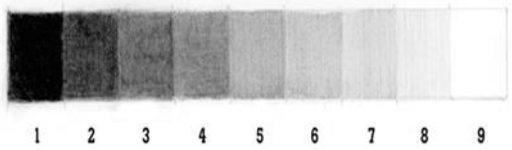
Formal Elements	The parts used to make a piece of artwork.
Line	Line is the path left by a moving point.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.
Form	Form is a **three dimensional shape**, such as a cube, sphere or cone.
Tone	This refers to the lightness or darkness of something.
Texture	This is to do with the **surface quality** of something, the way something feels or looks like it feels.
Pattern	Design, motif or symbol repeated over and over.
Colour	Sensation produced in eye by light reflected from objects. Paint for example, can possess a hue, such as red
scale	The relationship between the actual size of object and the size you draw it.
composition	The arrangement of elements within an artwork. The way you arrange objects to create your artwork
Observational	Observing and drawing object that is in front of you
Landscape painting	landscape painting, the depiction of natural scenery in art. Landscape paintings may capture mountains, valleys, bodies of water, fields, forests, and coasts and may or may not include man-made structures as well as people.

b. Colour theory



c. Using tone to create form

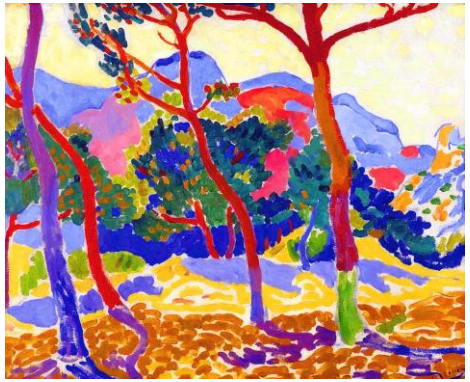




You can show tonal values in pencil by applying pressure for darker tones and gradually taking off pressure.
When shading a form always know the direction of light and shade darker further from the light

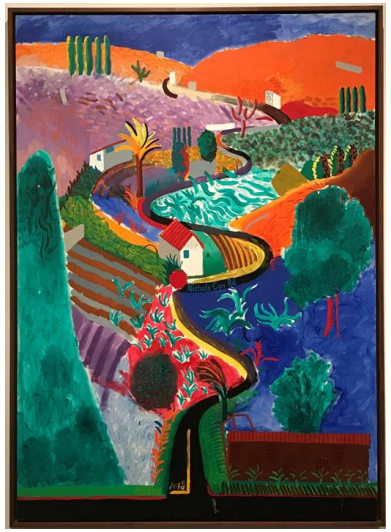
Home learning tasks:
1. Formal elements title page
2. Shading basic shapes sheet
3. Artists study and analysis
4. Take a photograph of favourite landscape

Fauvism -a style of painting with vivid expressionistic and non-naturalistic use of colour that flourished in Paris from 1905 and, although short-lived, had an important influence on subsequent artists, especially the German expressionists. Matisse was regarded as the movement's leading figure.



David Hockney- born 1934
A British artist who produced a series of works that was influenced by the Fauvist style.

'Mullholland drive: the road to the studio' 1980

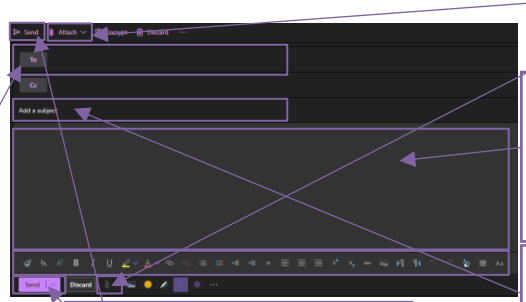


Artists:
Henri Matisse
Andre Derain
Raoul Duffy
Marc Chagall
Maggie Laubser
Alice Bailly

Year 7 Computer Science – Using Computers

Test Yourself

Email



New message Click new message to create an email

This is where you will type the senders email address – remember it must have an @ symbol and an ending - .com, .co.uk etc.

Send email to recipient

Email will be written here

Attach will allow you to choose a file or files to send to the recipient

Your must send your message with a sensible subject

Social Networking

Definition: The use of websites to interact with friends, family and classmates, or to find people with similar interests

Online Issues	What they mean	How to protect yourself
Cyberbullying	*"Bullying others through the use of technology, for example a mobile phone or the Internet."* Includes: threats, rumours, identity theft	• Don't reply, however tempting • Block the sender • Keep any evidence • Tell somebody • Only add people to your social network who you know offline • Don't post personal details about yourself • Make sure your privacy settings are set to high or Friends Only
Online strangers	People aren't always who they say they are online. Sometimes they might pretend to be your friend or your age when they are not	
Inappropriate content	• Malicious or personal attacks on others (cyberbullying) • Impersonating another person or company without permission • Sexually explicit material (nudity, pornography)	

Keeping Data Safe

Using passwords keeps your data safe

Do NOT:

- Write it down
- Tell anyone
- Use something easy to guess such as your name or date of birth, or a word in the dictionary
- Use the same password for all your online accounts

When creating a password you should:

- Use at least 8 characters
- Use a mixture of UPPERCASE and lowercase letters, numbers and symbols

File Management

It is important to organise your files so saving and searching become faster.

File Name	Is it appropriate?
Stuff.jpg	No. We do not know what the image is off
Homework_2014_Nov.xls	No. We know it is homework from November 2014 but we do not know what it is about
ResearchTaskOnFrogspawn.doc	Yes. We know exactly what our document is about

Our School Network

Every student has their own work area which they can access from any computer in the school. To log into school computers you need to use your personal log on which looks like this - **21brindleyk** – and the password you have created. To log onto Office 365 you need to use your email which looks like this – **21brindleyk@bishopullathorne.co.uk** – and the password you have created for this.

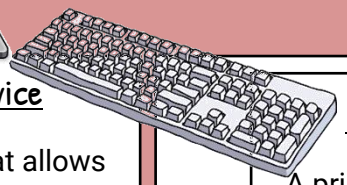
2

Year 7 Computer Science – How Computers Work

Test Yourself

Input Device

Something that allows you to input data into a computer – e.g. mouse, keyboard, digital camera, scanner



Motherboard

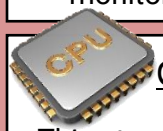
A printed circuit board (PCB) connecting all the main components in a computer system.

Output Device

Something that allows you to output information from a computer – e.g. printer, monitor, speakers

Storage Devices

A storage device is needed to store permanent copies of you OS, Program, Apps and data.



CPU

This stands for Central Processing Unit and is often referred to as the 'brain' of the computer. Its job is to carry out instructions in a computer system.

Internal Parts of a Computer

CPU

This is the 'brain' of the computer. Each computer has at least one and it processes all the instructions you are using. It also controls the input and output devices.

Heat Sink

Helps keep the CPU cool.

Power Supply

Takes power from the mains and feeds it to the motherboard.

ROM

Read Only Memory – permanent storage which holds the boot up sequence.

RAM

Temporary, volatile storage which holds data and programs in use.

Fan

Helps keep the computer components cool.

Graphics Card

Boosts graphics capabilities by including a GPU, which frees the CPU up to perform other tasks.

Expansion Cards

The performance of a computer can be improved by adding printed circuit boards to perform a specific task. These are plugged directly into the motherboard and provide the computer with additional ports at the back. The two most common types of expansion cards are:

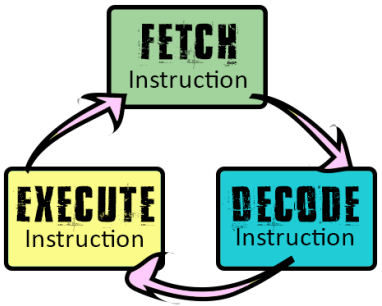
- Graphics cards
- Sound cards

Fetch-Decode-Execute

1. Instructions are fetched from the main memory (RAM)

2. The instructions are decoded from the coding language to binary

3. The instructions are executed



Storage

Non-volatile storage means data can be stored permanently, even when the computer is turned off. This is also known as secondary storage:

- Optical storage – Blue-Ray, CD etc.
- Solid state Storage – Memory Stick/Memory Card
- Magnetic Storage – Hard disk drive (HDD)

3

Year 7 Computer Science – Micro:bit (Rookie)

Test Yourself

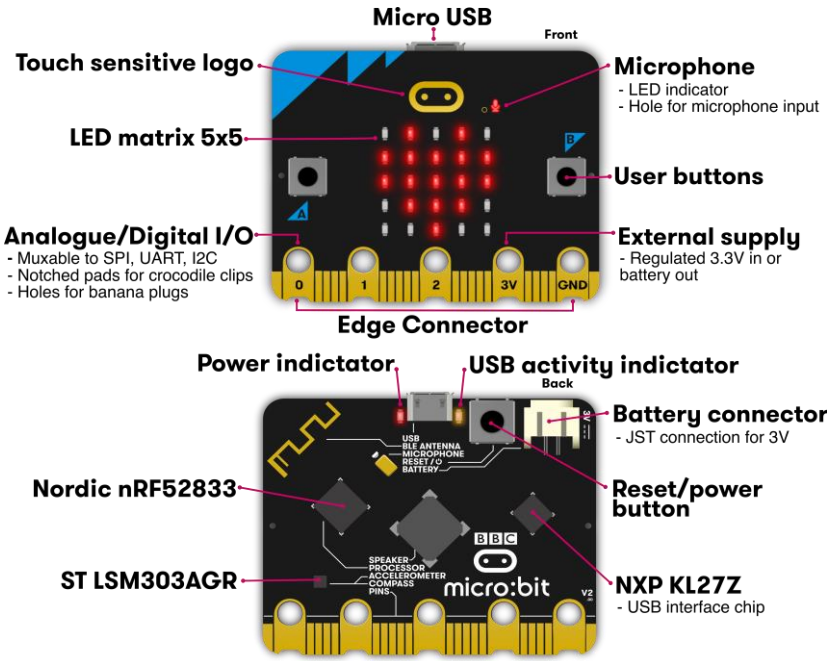
Keywords

Keyword	Definition
Algorithm	Step by step instructions to solve a given problem
Pattern Recognition	Looking for similarities or characteristics that can help solve the problem
Decomposition	Breaking the problem down into smaller problems to solve
Abstraction	Removing aspects that are not required to solve the problem
Selection	A choice built into the program to determine the next section of code to execute based on the output to a set condition
Sequence	The order the program code must be in to work correctly
Repetition	A loop of a set section of the program code
Variable	A single temporary storage location within the program code that can be changed or edited
Function	A set of instructions that are given a name and only when this name is called in the main program, is it executed

Micro:bit Hardware

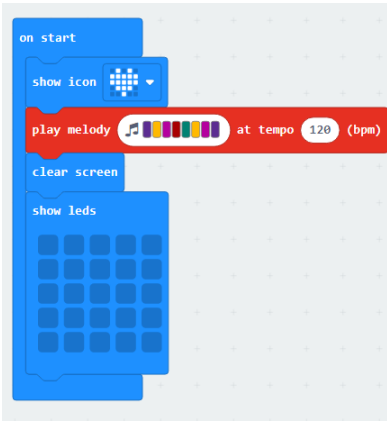
Definition: The micro:bit is a tiny computer.

You can write programs for the micro:bit on your computer and then transfer them to the micro:bit to be run.



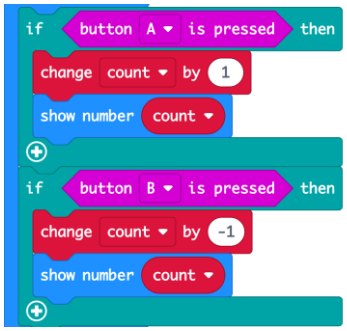
Sequence

A program which is executed line by line



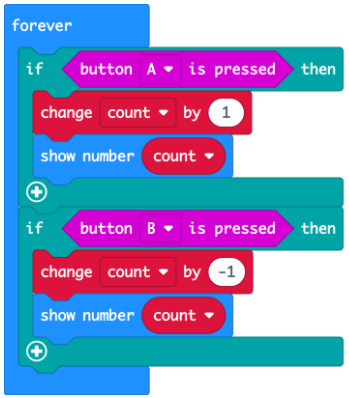
Selection

A program which makes a choice or decision – sometimes there may be more than one.



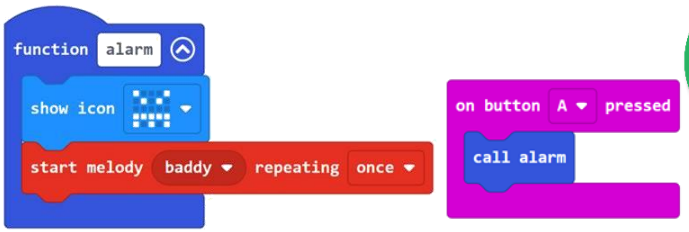
Iteration

A program which repeats a number of times or until a condition is met



Functions

A function is a piece of code that is created with a name and you can call this function anywhere else by using its name.



4

Year 7 CPSHE Spring Term 1

Topics covered include:

Precious Liberties and Safer Internet Day

Lesson overview
Precious Liberties—Freedom of Speech
Precious Liberties—Hate Crime
Safer Internet Day

1

Keywords	**Definitions**
Freedom of speech	Ability to voice your opinion without fear of censorship or punishment.
Blasphemy	Disrespect shown to God.
Hate crime	Any crime committed against someone because of their (actual or believed to be) race, religion, sex, gender, disability or appearance.

2

3

Safer Internet Day 2024 | Tuesday 6 February

Coordinated by the UK Safer Internet Centre

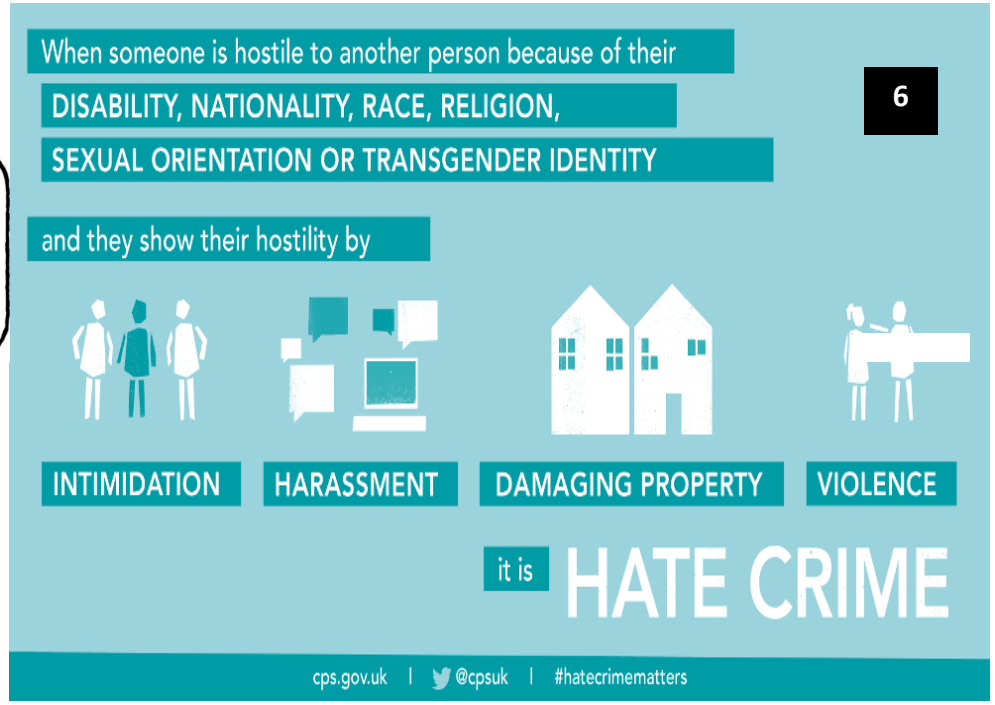
saferinternetday.org.uk

#SaferInternetDay 2024 will take place on the 6th of February, and in the UK will be celebrating with the theme: Inspiring change? Making a difference, managing influence and navigating change online

4

CEOP.police.uk

CLICK CEOP Internet safety



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Year 7 CPSHE Spring Term 2

Topics covered

Global Citizenship

Lesson overview
Being a global citizen
Bishop Ullathorne's role
Fairtrade

1

Keywords	**Definitions**
Sustainable	Small changes we can make to help look after the planet. Making these changes helps protect animals, plants and our natural resources so that future generations will be able to enjoy them.
Consumption	Consumption means using, buying or eating something.
Fairtrade	Fairtrade allows farmers, producers and artisans to be paid a fair price for the things they make and to have better working conditions.

2

3

FAIRTRADE

4

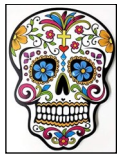
5

6

Year 7 Art Textiles - Day of the Dead

1. History of The Day of the Dead

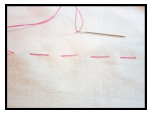
Spanish: Día de Muertos or Día de los Muertos) is a Mexican holiday celebrated in Mexico and elsewhere associated with the Catholic celebrations of All Saints' Day and All Souls' Day, and is held on November 1 and 2. The multi-day holiday involves family and friends gathering to pray for and to remember friends and family members who have died. It is commonly portrayed as a day of celebration rather than mourning.



2. Keywords	
Calaca	The skull depicted in the day of the dead celebrations
Calavera	The name used for sugar skulls
Catarina	The female skull shown in day of the dead celebrations
Dia de los Muertos	The Spanish for Day of the dead
Applique	The layering of fabric on top of each other to create
Tie dye	Using elastic bands to create pattern in fabric using a resist technique and placing in a dye bath
Block printing	Using a block pattern and fabric paint
Seam	two pieces of fabric are sewn together
Zip	a commonly used device for binding the edges of an opening of fabric
Tacking	To easily hold a seam or trim in place until it can be per-
Sewing Machine	a machine used to sew fabric and materials together

3. Pinning and Tacking

Watch the video



4. Using the sewing machine

Watch the videos

5. Artist—Dolan Geiman

Geiman uses salvaged, metals, papers, fabrics and materials to create a bold rich contemporary collage. His work is highly tactile and echoes the theme of fold art. He screen prints onto his backgrounds to create a 3 dimensional

6. Techniques

The three techniques you will focus on in year 7 is:

Applique

Block Printing

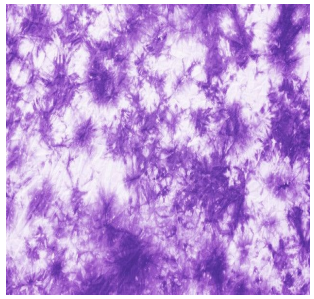
Tie Dye

7. Applique

A technique of layering of fabric. Originally discovered in Egypt 980BC bur is also seen in Siberia, Mongolia and later in Eu-

8. Block Printing

A method for printing on textiles originally using wooden blocks. The earliest examples date back to China 200AD.



9. Tie-dye is characterized by the use of bright, saturated primary colours and bold patterns. The earliest examples can be found in the 5th century China.

Follow this link to see the artists work first hand.

7

Year 7 Catering Knowledge Organiser

1

Health & Safety: • Wash hands in soapy water. • Tie long hair back. • Wear and apron and tuck tie in. • Roll back sleeves.

Working with high risk foods: • High risk foods are foods which help support the growth of bacteria. Examples are meat, eggs, shellfish, cooked rice, fish, dairy. • Always keep high risk foods in the fridge. • Always check use by dates before use. • Ensure high risk foods are cooked to a core temperature of 75°C. • Always prepare high risk foods on correct chopping board. • Always wash hands after handling high risk foods.

When using the cooker: • Turn pan handles in away from edge of cooker • Always turn hob off when not in use. • Never leave food cooking on the hob unattended. • Be careful not to let food boil dry. • Never touch an electric hob when turned off, it may still be hot. • Don't leave metal spoons in pans when cooking as they can become very hot. • Always use oven gloves when removing food from the oven.

Knife Safety: • Specific types of knives are designed for different cutting and shaping tasks. • Knives are dangerous if not handled correctly and care should be taken at all times. • A flat and stable cutting surface is essential to avoid injury when cutting food. • The bridge and claw holds enable you to cut safely.

2

Vegetarians

Vegans do not eat meat, eggs or dairy. They do not consume anything from an animal. Vegans eat vegetables, grains and pulses.

Lacto-ovo vegetarians do not eat meat but eat both dairy products and eggs. They also eat vegetables, grains and pulses.

Lacto vegetarians do not eat meat or eggs but eat dairy products. They also eat vegetables, grains and pulses.

• **Food miles** means the distance that food travels from where it is grown to where it is bought. This is an environmental concern because of the CO_2 emissions from transport.

• **Seasonal foods** means foods that are in season. Choosing these reduces food miles

3

Eatwell Guide Key Messages

Eat at least 5 portions of a variety of fruit and vegetables every day.

Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.

Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options

Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily).

Choose unsaturated oils and spreads and eat in small amounts.

Drink 6-8 cups/glasses of fluid a day.

If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

8

Food intolerances are much more common than food allergies. The symptoms of an intolerance are noticed after the food has been eaten, and include bloating and stomach pain.

A **Food allergen** is a substance or food that may cause an allergic reaction. Some are mild, but others can be very serious if the correct treatment is not given quickly.

5

6

Age group	Nutritional needs
Pre-school children 1-4 years	All nutrients are important, especially protein, vitamins and minerals. Limit the amount of free sugars and salt in foods and drinks
Children 5-12 years	All nutrients are important, especially protein, vitamins and minerals. Limit the amount of free sugars and salt in foods and drinks
Adolescents (teenagers)	Protein, Calcium and vitamin D, Iron and Vitamin C
Adults	Calcium and vitamin D, Iron and vitamin C
Older adults	Fibre Calcium and Vitamin D Iron and Vitamin C

4

Fruit category	Examples
Soft	Raspberry, blackberry, redcurrant, strawberry
Citrus	Orange, lime, lemon, grapefruit,
Stone	Plum, apricot, peach, cherry
Tree	Apple, pear
Exotic	Banana, kiwi, melon, pineapple, mango
Dried	Currant, date, sultana, raisin

7

	Cooking method
Cooking with Fat	Shallow frying, sautéing, stir frying
Cooking with water	Boiling, steaming, simmering
Cooking with dry heat	Grilling, baking, roasting, dry frying, toasting

Vegetable category	Examples
Leaves	Cabbage, salad leaves, spinach
Stems	Celery, chard, asparagus
Roots	Carrots, parsnips, beetroot, turnips, swede, radish, ginger
Bulbs	Onions, garlic, shallots, leeks, spring onions, fennel
Tubers	Potatoes, sweet potatoes, yam
Seeds	Peas, broad beans, runner beans, lentils
Vegetable fruits	Tomato, cucumber, aubergine, avocado

8

Food that is grown in the UK includes crops such as wheat and barley. Also fruits and vegetables such as apples, potatoes and soft fruits such as strawberries and raspberries.

Food that is reared in the UK includes cows for meat and milk, sheep, pigs and chickens for meat and eggs.

Food that is caught in the UK is fish and shellfish such as mackerel, haddock, mussels, scallops and salmon.

9

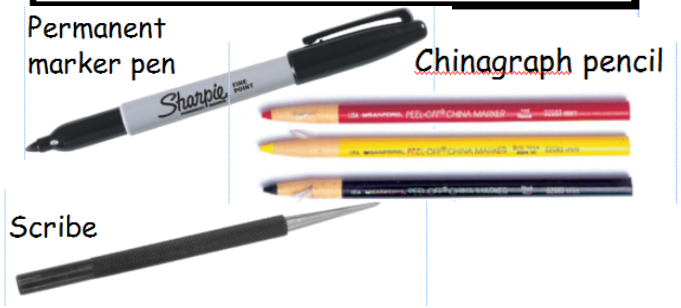
Year 7 Product Design

1 Steps to create quality edge on acrylic:

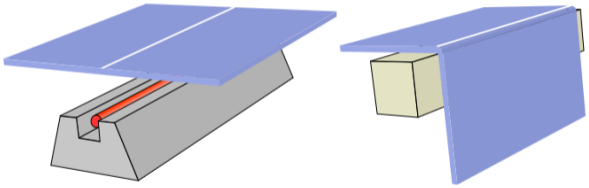
1. Use a **coping saw** or **junior hacksaw** to create the shape
2. Use a **flat / round / half round file** to remove deep scratches
3. Use **sandpaper**: low to high number
4. Use **wet & dry paper**: low to high number

Junior Hacksaw		A saw used for cutting straight lines in woods, metals and plastics
Sand-paper		A low grade abrasive material used to smooth woods and plastics
Wet and dry paper		A high grade abrasive material used to achieve a high quality finish
Vice		Used to hold work in place when sawing and filing

Marking Out on to Polymers



2 Line Bending

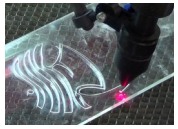


Step 1: mark out the where to bend with a scribe, chinagraph pencil or permanent marker pen. A steel ruler or try square will make your line straight.

Step 2: place it over the strip of heat and heat it up from both sides until it softens

Step 3: bend the material to the correct angle using a jig and leave it to cool

Laser Cutting



Step 1: create the design on **2D Design** computer software

Step 2: put the correct **colour, size and thickness** of acrylic on the laser cutter **bed** and ensure **the lid is closed**

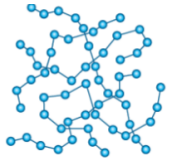
Step 3: **program** the laser cutter for the right **settings** for **speed and power**

Step 4: turn the **extraction** on and **run** the program. **You must not use the laser cutter without proper extraction because of the fumes**!

Step 5: after it has finished, take your

3 Thermoforming Polymers

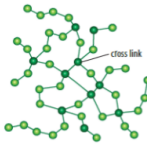
- can be reheated
- can be reshaped
- can be recycled



Examples: acrylic, HIPS, PVC

Thermosetting polymers

- can't be reheated
- can't be reshaped
- can't be recycled



Examples: urea formaldehyde, polyester resin

Acrylic is used for baths, menu holders, shower trays, rear car lights and shop signs

Tough, easily cleaned, food safe Widely available Easy to cut&finish Can be shaped using heat Self finishing	Can be scratched easily Breaks easily if dropped

10

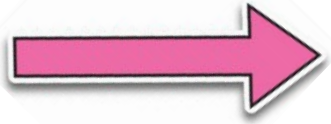
4

Smart Materials	Description	Uses
Thermochromic	Changes colour when temperature changes	Baby spoons/ cups, kettles,
Photochromic	Changes colour when UV light is present	Sunglasses, cockpit windows
Shape Memory Alloy	Can be deformed and will return to original shape when heated	Glasses frames, medical stents, orthodontic wires
Reactive Glass	Changes from translucent to opaque when an electric current is applied	Glass walls in museums and hotels, Tokyo public toilets

5

Types of Motion

Linear: Moving in a straight line in one direction

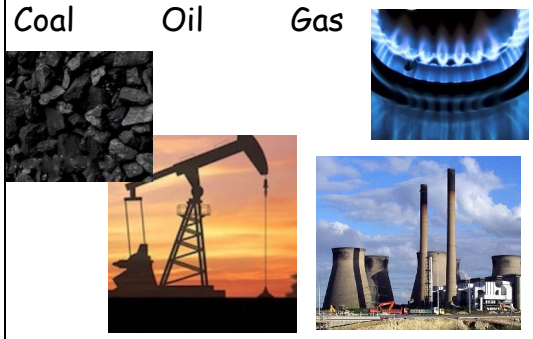
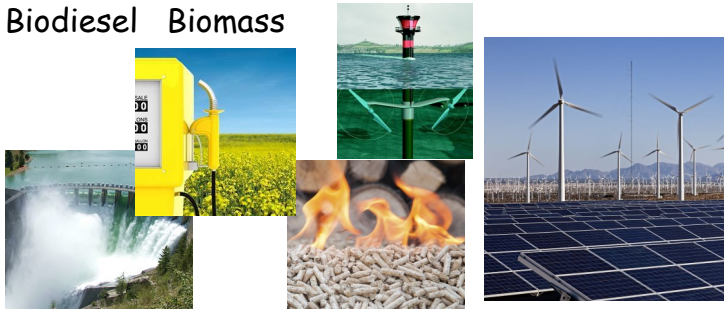


Reciprocating: Moving backwards and forwards in a straight line

Oscillating: Motion that swings backwards and forwards in an arc from a central point

Rotary: Motion around a central point

6

Non-renewable energy sources	Renewable energy sources
Coal Oil Gas 	Solar Wind Hydroelectric Tidal Biodiesel Biomass 
Advantages: Stable and large-scale High power electricity generation Relatively cheap to convert **Disadvantages:** Highly polluting Can significantly impact on the environment and landscape	**Advantages:** Less pollution created Less non-renewable resources are used Some can be stable and a reliable source (e.g. tidal) **Disadvantages:** Some can vary (wind) Can be expensive to set up Some only available in certain areas

11

Year 7 DRAMA
Key Skills
January - March

1. PERFORMANCE
A piece that is presented to an audience.

2. DRAMATIC CONVENTION
Techniques used to communicate to the audience.

PERFORMANCE SKILLS

3. Characterisation: Using a range of performance skills to create a character that is different to yourself.

4. Body Language: The way you use your physicality to communicate.

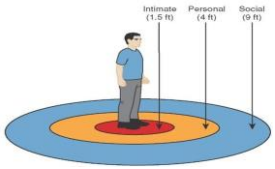
5. Gesture: A movement (usually of the arm/hand) that communicates a specific meaning.

6. Facial Expression: Using your face to show how a character is feeling.

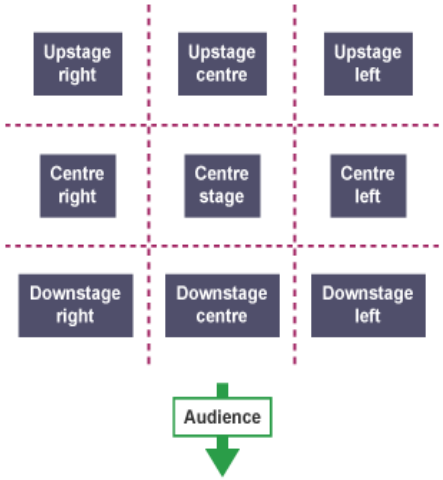
7. Levels: Using different heights to communicate meaning or to add visual interest.

8. Voice: How you use your voice to communicate meaning.

9. Proxemics: Where a character stands in relation to other characters and/or the audience.



Areas of the Stage



Remember: The stage is always from the **actor's** point of view, as they are the ones standing on the stage.
Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.

DRAMATIC CONVENTIONS

12. Direct Address: The characters break the 4th Wall by talking directly to the audience.

13. GENRE: MELODRAMA =

Stock Characters

Villain
Sidekick
Hero
Heroine
Parent

Exaggerated
Gestures
Direct Address
Formal Language
A Happy Ending

10. SEMIOTICS: Signs and Symbols in Drama (Definition)
This is what an actor uses to communicate to an audience
(Explanation)
An actor will use their **Vocal Skills** and **Physical Skills**

14. Technical SEMIOTICS: Signs and symbols in drama (Definition)

Props, Costume, Lights, Sound, Music, Scenery, Set, Hair, Make-up, Backdrop…

12

Y7 Drama Knowledge Organiser

1. SEMIOTICS: Signs and Symbols in Drama (Definition)

This is what an actor uses to communicate to an audience (Explanation)

An actor will use their **Vocal Skills** and **Physical Skills**

Characterisation: Using a range of performance skills to create a character that is different to yourself.

Vocal Skills (Skills that involve using your voice)

1. Projection	Ensuring your voice is **loud** enough for the audience to hear.
2. Inflection	A change in the quality of your voice to communicate your emotions. **(E.g. Angry, worried, joyous tone of voice)**
3. Pace	The **speed** of what you say. **(How quickly, how slowly)**
4. Pause	The **silence** between words and/or sentences. Moments of **pause** can create **tension,** show that you are **thinking** or create **emphasis**.
5. Accent	Use of an **accent** tells the audience **where your character is from.**
6. Pitch	How **high** or **low** your voice is.
7. Emphasis	Changing the way a word or part of a sentence is said, in order to **emphasise** it. **(Make it stand out.)** Try emphasising the words in capital letters and see how it changes the meaning: "How could **YOU** do that?" "How could you do **THAT**?"
8. Clarity	Are you clear? Can the audience understand what you are saying?

3. Physical Skills (Skills that involve using your BODY)

1. Proxemics	What does the **use of the space** and the positioning of the characters communicate about their relationships and the scene?
2. Posture/Stance	The **position an actor holds their body** when sitting or standing. For example, an upright posture or slouched.
3. Gait	The way an actor **walks**.
4. Facial Expressions	A form of **non-verbal communication** that expresses the way you are feeling, using the face. E.g. **Raised eyebrows or pursed lips.**
5. Gestures	A **movement of part of the body**, especially a hand or the head, to express an idea or meaning. E.g. **Waving, pointing, thumbs up.**
6. Pace	How **quickly** or **slowly** an actor moves.
7. Levels	**Sitting, Standing, Lying** - what does it show?
8. Touch	**Physical contact** or lack of it with other characters.

13

Year 7 Poetry- 'Dare to Dream' Anthology.

1 Poem Summary

I Look at the World-
Expresses Hughes' frustrations regarding racial profiling. He was an important figure in the Harlem Renaissance.

Caged Bird –
Compares the lives of two birds: One lives freely; the other shut away in a cage. The poem is an extended metaphor exploring repression.

True Prison-
Explores the idea that fear is actually society's prison. We are all trapped by the constraints of society rather than any physical prisons.

If- An inspirational poem that provides advice on how one should live one's life. The poem takes the reader through various ways in which the reader can rise above adversity.

The Builders-
Describes how a nation is built from the contributions of each and every individual of the country. The people from both the past and present collectively work for a nation's advancement.

2

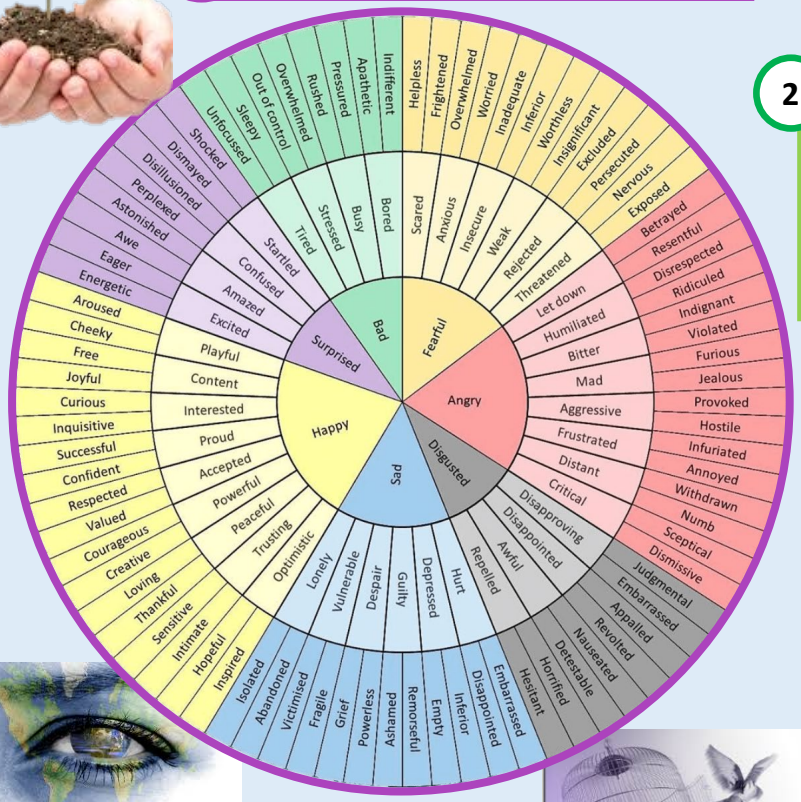
If All the World Were Paper:
Allows all the wrongs of the world to be righted and corrected easily. The speaker would keep all those closest to him safe from harm and conflict.

The Right Word
Explores the importance of language and the choices we make when labelling or stereotyping people. She looks at the misconceptions and subtle connotations of words.

First They Came
Explores the value of speaking up and not leaving the fight for freedom to others, but instead suggests we should all play our part. The poem offers a warning about the consequences of not speaking up for justice.

Our Deepest Fear-
Explores ideas about celebrating our own achievements as well as those of others. We can support others without sacrificing our own dreams and goals.

3 Poet/speaker's feelings



4

Democracy-
Asks the reader to reassess their ideas about freedom and democracy. The poem is focused on the fight for equal rights under the law.

Prayer Before Birth-
The speaker of the poem is an unborn baby. The poet allows the readers to see the juxtaposition of evil and innocence. The new-born baby is quite innocent, as he has not even taken his first breath in the world.

The Tyger:
This poem consists of questions about the nature of God and creation, particularly whether the same God that created vulnerable beings like the lamb could also have made the fearsome tiger.

The Jaguar:
Depicts the differences between the jaguar and the other creatures, even cats, that live in the zoo. The jaguar attracts all manner of attention from the crowds at the zoo, far more than any of the other animals.

5

KEY WORDS AND CONTEXT

Segregation: To keep one group of people apart from another and treat them differently, especially because of race, sex, or religion.
Racial Oppression A situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom because of their race.

Human Rights: Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. These basic rights are based on shared values like dignity, fairness, equality, respect and independence.

Harlem Renaissance : The Harlem Renaissance was the development of the Harlem neighbourhood in New York City as a Black cultural mecca in the early 20th Century and the subsequent social and artistic explosion that resulted. Lasting roughly from the 1910s through the mid-1930s, the period is considered a golden age in African American culture, manifesting in literature, music, stage performance and art.

Ogoni Oil Spillage: The Ogoni have faced devastating effects of Shell Oil company in Nigeria, since the 1950s, as well as the discrimination of the Nigerian government which has favoured the interests (financial gains) of Shell oil over their local communities.

Terrorism and Militants: A militant is a person who displays an attitude of aggressiveness to achieve his or her goals. He or she is not bothered by using sometimes extreme measures. A terrorist is someone who engages in violence (i.e. terrorism) to scare or frighten others to force them to act in a certain way, usually to advance the terrorist's political goals

14

Year 7 Poetry- 'Dare to Dream' Anthology.

6 How to Annotate a poem.

underline or highlight key sentences, important ideas.

arrow → to show related ideas

numbers 1. steps 2. lists 3. details

write notes, thoughts, interpretation and short summary in the margin

{ brackets important paragraph

! note idea that you disagree with

* asterisk this is very important

? question mark key words and ideas you don't understand

Circle keyword

7

Successful annotation is clear and meaningful:

- **Clear identification of methods AND some comment on meaning or impact.**
- **Explanation of key ideas/ connotations of words**
- **Questions you need to consider further**
- **Alternative interpretations**

Powerful simile – no longer strong, young men. Starched uniforms have become rags.

Simile – compares men to ugly old women ("hags") in their coughing – reader must remind themselves that these are in fact young men.

Caesura, a pause created for emphasis

Persona introduced – one of the men.

Powerful verb ("cursed") – we have an image of men at breaking point trudging in the mud

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

What kind of rest? ?

Image of men walking beneath the flares used to light the battlefield

"Shod" – term used for horse shoes. Men barely human with bloodied feet. Image supported by the word "lame", also used for horses

War does sound like Wagner, it is "tired". The men are strangely immune to the sound. The crashed of shells is reduced to "tired, outstripped Five-Nines".

Stanza ends with a slow rhythm, reflecting the tiredness of the men.

8 Key Poetic Techniques and a good starting point for annotations

POETIC TECHNIQUES

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Rhythm
The flow of a poem, often effected by the punctuation and shape of a poem.

Tone and Pace
Have a big impact on rhythm and effected by punctuation.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Repetition
When words and phrases are repeated multiple times.

Similes
Compares two different things, using the words "like" or "as".

Metaphors
Identifies something as being the same as something else.

Alliterations
More than one word beginning with the same letter (close together in text).

Year 7- *'A Midsummer Night's Dream'* by William Shakespeare

1 Plot Overview

Egeus asks Duke Theseus to uphold an old law that says he can choose his daughter's husband. He chooses Demetrius to marry Hermia.

Lysander and Hermia decide to run away together through the woods so that Hermia does not have to marry Demetrius. Hermia tells Helena their plan and Helena tells Demetrius.

The mechanicals, including a weaver called Nick Bottom, meet in the woods to rehearse a play to celebrate the wedding of Duke Theseus to Hippolyta.

In the woods, Oberon and Titania have an argument about a changeling boy that Oberon wants for himself but Titania refuses to give up.

Oberon decides to get his revenge on Titania. He sends his servant Puck to find a flower which has the power to make someone fall in love with the first living thing they see when they wake up.

Demetrius chases Hermia into the woods and is followed by Helena. Oberon sees Demetrius and Helena arguing and decides to help her by using the potion on Demetrius. Unfortunately, Puck mistakenly gives it to Lysander who then falls in love with Helena

Puck uses magic to turn Bottom's head into a donkey's head, while he is rehearsing in the forest. Titania sees Bottom when she wakes up and she falls in love with him.

Puck tries to fix his mistake with Lysander and puts some potion in Demetrius' eyes as well. Demetrius then also falls in love with Helena which causes more confusion between the four lovers.

Oberon and Puck use more magic and love potion to reconcile the lovers and remove the donkey's head from Bottom. Oberon then reunites with Titania.

Theseus finds the lovers in the forest and blesses their marriages. The mechanicals then perform their play for Theseus at his wedding to Hippolyta.

2 Characters

Titania: • Independent • Magical • Powerful • Strong-willed	**Oberon:** • Wilful • Demanding • Manipulative • Magical	**Puck (Robin Goodfellow):** • Faithful • Mischievous • Magical • Unreliable	**Nick Bottom:** • Self-important • Funny • Incompetent • Confident
Hermia: • Strong-willed • Resentful • Disobedient • Loyal	**Lysander:** • Determined • Loyal • Courtly • Eloquent	**Helena:** • Wilful • Demanding • Manipulative • Magical	**Demetrius:** • Cruel • Thoughtless • Erratic • Argumentative

3 The Purpose and Function of Dramatic Irony

What is Dramatic Irony:
Dramatic Irony is where one of the characters reveals information to us that they do not tell other characters. This means that sometimes we are able to see things coming before the characters can. Essentially the characters are kept in the dark creating tension for the audience as we can guess what is about to happen, but remain powerless to do anything about it.

Why writers use Dramatic Irony:
Dramatic irony is a structural took used in both drama and fiction texts to add to the sense of tragedy or humour. For an audience (or reader) dramatic irony adds to the emotional appeal, but it can also lead to a series of humorous misunderstandings.
It can make readers feel as though they are in a privileged position of knowledge or understanding compared to the characters.

Where can we see Dramatic Irony in *A Midsummer Night's Dream*?
In a *Misummer Night's Dream* Puck uses magic to transform Bottom's head into the 'head of an ass'. This joke played on Bottom is dramatic irony because he does not KNOW that he has the head of an ass...which makes his lines: "I see their knavery. This is to make an ass of me, to / fright me, if they could" (3.1.16) ...even funnier. There are several cleverly written lines which build the humour at Bottom's expense.

4 Useful 'translations' from Shakespearean to modern English:

thee and thou = *you*
thy = *your*
('thee', 'thou' and 'thy' were more informal versions of '*you*' in Shakespearean times. Characters are more likely to use '*you*' and '*your*' when they are being respectful or polite, e.g., when speaking to someone with a higher status than them.)
afeard = *afraid / scared*
art = are
chide = scold, rebuke, reprove
false = treacherous, traitorous, perfidious
forsooth =in truth, certainly, truly, indeed
gentle =well-born, honourable, noble
hath = *has*
morn = *morning / dawn*
o'er = *over*
oft = *often*
thy = *your*
vex'd = angry
wherefore = *why*
tarry = *wait*

5 KEY QUOTES EXPLAINED

'When thou wakest, it is thy dear:
Wake when some vile thing is near.'

These lines describe the way the love potion will affect Titania. Whatever she sees when she wakes up will be her "dear": the thing she loves the most. And thus Oberon hopes that what she spies will be "vile," causing her to fall in love with some revolting being. By rhyming "dear" with "near," Shakespeare draws attention to the way that Titania's love will be founded on the closest living thing rather than any real romantic sentiment. Indeed, the rhyme is important to note here, for it presents these lines as rich and echoing rather than sinister and dark- there is no evil intent. This serves only to highlight Puck's mischievous sense of fun.

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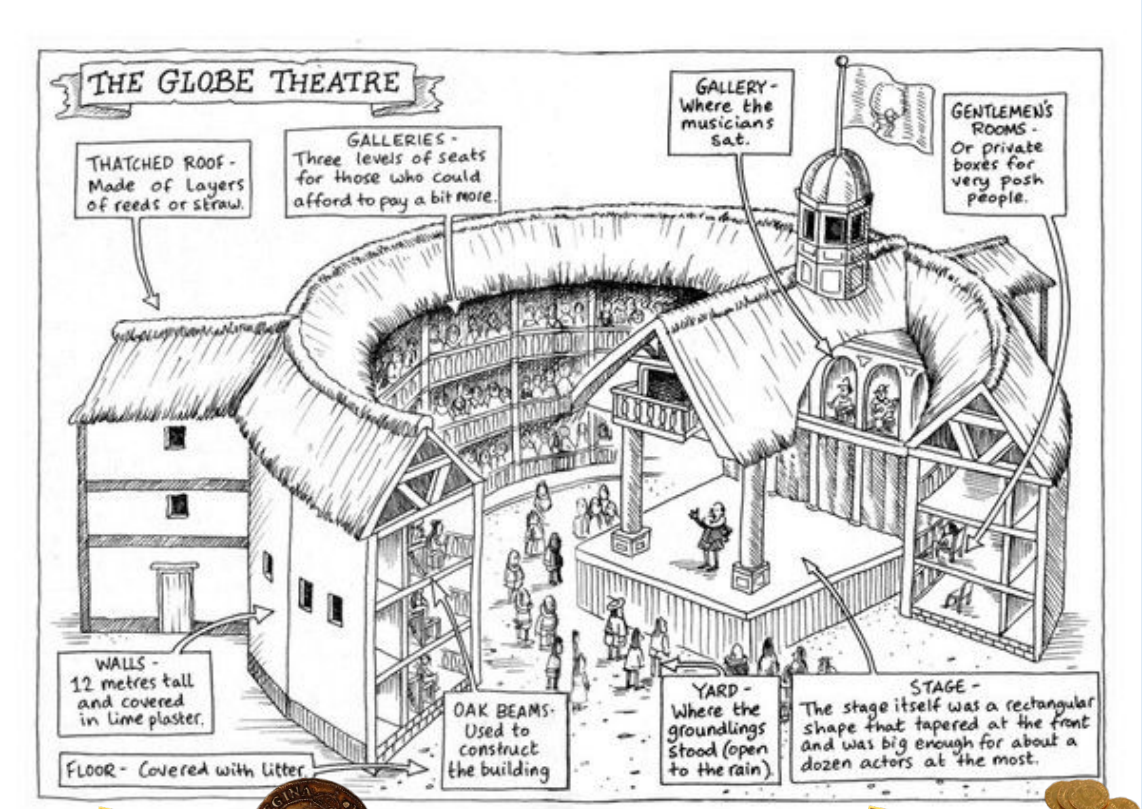
Year 7- *'The A Midsummer Night's Dream'* by William Shakespeare



4 Shakespeare's audience and Theatre.

Shakespeare's plays were enjoyed by people from all walks of life, from the royalty and the very wealthy right through to the servants, porters and carters. The Globe often had up to 3000 people in the audience at any one time. Theatres had to compete for audiences with other forms of entertainment such as, cock-fighting and bear-baiting.

Many of the performances covered topics which would be of interest to people at the time, such as: foreign travel, magic and witchcraft, religion and regicide. Plays would often include humour, violence, special effects and music to keep audiences interested.

The open air theatres would charge 1d (equivalent to 1 penny). For the cheapest ticket, you would get a place amongst the 'groundlings' standing in the yard directly before the stage. For 2d you would be able to have a seat on one of the benches in the lower galleries surrounding the yard. For 3d more you would get a cushioned seat. The most expensive seats with the best viewing would be in the 'Lord's Room' which would be a private box up in the gallery.

You could buy food and drink during the performance from the vendors. The floors were often covered with ash or sand and there were no toilets. Visitors often complained that (due to poor hygiene and lack of sanitation in Shakespeare's time) it was often very smelly in the 'groundlings' area in front of the stage.

Unlike today, people did not watch the performance in a quiet and respectful way, instead audiences would clap, cheer, boo the villains. Pickpockets often roamed amongst the theatre-goers stealing from them whilst they were distracted by the performance.

7 Themes

DREAMS: After their surreal night of magic and mayhem in the forest, both the lovers and Bottom describe what happened to them as a "dream." They use the word "dream" to describe their experiences, because they wouldn't otherwise be able to understand the bizarre and irrational things that they remember happening to them in the forest. the play seems to be suggesting that dreams and imagination are as useful as reason and can sometimes create truths that transcend reason's limits.

LOVE: ***A Midsummer Night's Dream*** **is a play about love. All of its action—from the escapades of Lysander, Demetrius, Hermia, and Helena in the forest, to the argument between Oberon and Titania—are motivated by love.** ***A Midsummer Night's Dream*** **invites the audience to laugh at the way the passion of love can make people blind, foolish, inconstant, and desperate. At various times, the power and passion of love threatens to destroy friendships, turn people against each other, and through the argument between Oberon and Titania throws nature itself into turmoil.**

MAGIC AND FARIES: In ***A Midsummer Night's Dream*****, Shakespeare has created a fantastical world of fairies and magic. And this world is not just a pretty backdrop for the events of the play. The fairies and their magic are the engine of the plot: Oberon's love juice sets the plot in motion, Puck's misTakes applying the juice and his mischievous transformation of Bottom's head into an ass's head complicates it, and Puck's tricks and illusions to keep the mortals while he fixes his love juice errors bring everything to a resolution. And in the face of this magic, mortal dilemmas such as the laws of Athens fall away.**

Year 7- *'The Tempest'* by William Shakespeare

Plot Overview

1

Prospero used to be Duke of Milan, but his brother Antonio overthrew him with the help of Alonso, King of Naples.

Prospero was cast out to sea in a boat with his three-year-old daughter Miranda and they landed on a magical island which they made their home.

Now, Alonso is on a ship sailing near to the island. He is with his son Ferdinand, his brother Sebastian and Prospero's brother Antonio. Prospero knows this and uses magic to create a sea storm.

Miranda watches the storm and the ship from the shore of the island and asks Prospero to calm the storm down.

Prospero has developed magical powers. He created the storm with the help of Ariel, a spirit who has become his servant.

Ariel does what Prospero asks him to and makes sure all the people on the ship get washed up on the island. He also makes sure Ferdinand is separated from his father Alonso.

Miranda and Ferdinand see each other and fall in love. Prospero pretends not to agree to them getting married straight away and tests Ferdinand's love.

Two of Alonso's servants, Stephano & Trinculo, also get shipwrecked on the island. They meet Caliban, a creature from the island who Prospero treats like a slave. Caliban hopes Stephano and Trinculo will help him get rid of Prospero.

Ariel appears to Alonso and his nobles and tells them they are being punished for how they treated Prospero. Alonso apologises to Prospero and makes him Duke of Milan again.

Prospero then reveals to Alonso that Ferdinand is still alive and is engaged to Miranda. Ariel punishes Caliban, Stephano and Trinculo for trying to harm Prospero and also reveals that the ship is safe and ready to sail back to Naples.

2 Characters

Prospero:
- Betrayed
- Powerful
- Magical
- Protective

Miranda:
- Loyal
- Kind
- Naïve
- Curious

Ariel:
- Indebted
- Trapped
- Dutiful
- Powerful

Caliban
- Bitter
- Immoral
- Fickle
- Inhuman

3 The Purpose and Function of Dramatic Irony

What is Dramatic Irony?

Dramatic Irony is where one of the characters reveals information to us that they do not tell other characters. This means that sometimes we can see things coming before the characters can. Essentially, the characters are kept in the dark creating tension for the audience as we can guess what is about to happen but remain powerless to do anything about it.

Why do writers use dramatic irony?

Dramatic irony is a structural tool used in both drama and fiction texts to add to the sense of tragedy or humour. For an audience (or reader) dramatic irony adds to the emotional appeal, but it can also lead to a series of deliberate humorous misunderstandings.
It can make readers feel as though they are in a privileged position of knowledge or understanding compared to the characters.

Where can we see dramatic irony in The Tempest?

In Act 1, Scene 2, Miranda and Ferdinand take Prospero's criticisms seriously and believe he is genuinely cross with Ferdinand:
'Speak not you for him: he's a traitor. Come;
I'll manacle thy neck and feet together:
Sea-water shalt thou drink.'
However, the audience would know that Prospero has arranged the meeting between Ferdinand and his daughter in the hope that they will fall in love and thus heal the conflict between Naples and Milan. The punishment is so that Ferdinand will not feel that Miranda is won too easily, and Miranda will begin to feel sorry for Ferdinand.

4 Useful 'translations' from Shakespearean to modern English:

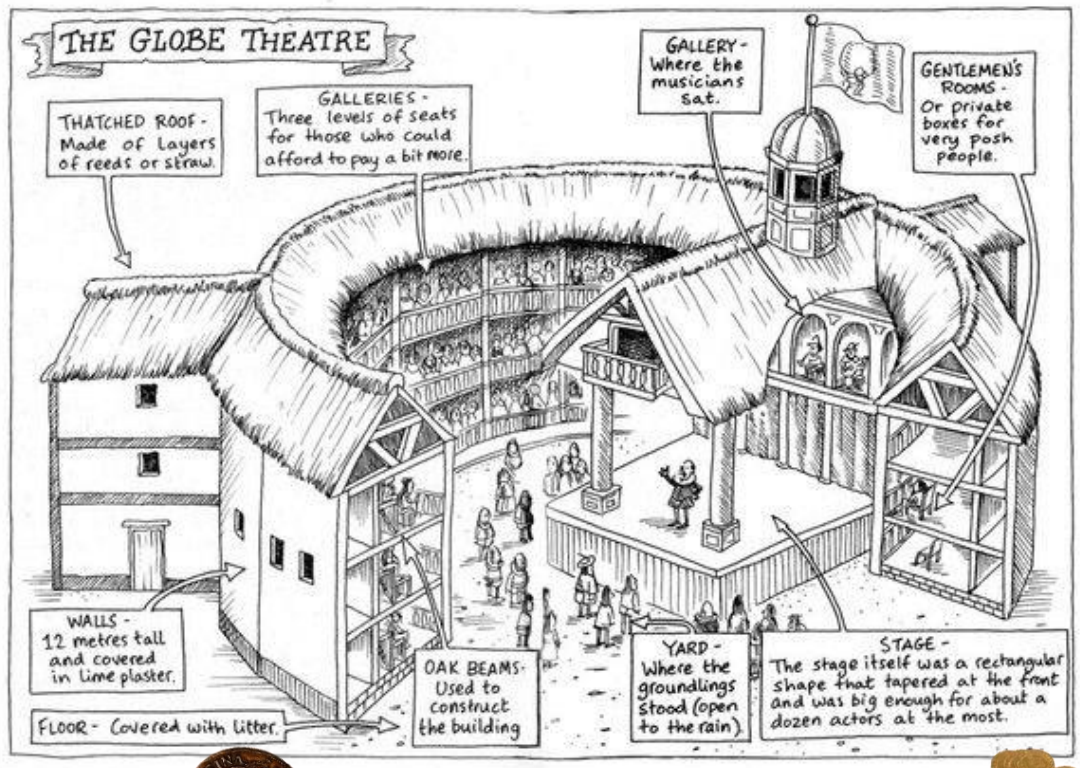
thee and thou = *you*
thy = *your*
('thee', 'thou' and 'thy' were more informal versions of '*you*' in Shakespearean times. Characters are more likely to use '*you*' and '*your*' when they are being respectful or polite, e.g. when speaking to someone with a higher status than them.)
art = are (e.g. in 'We are less afraid to be drowned than thou art?')
brave = *splendid, fine, excellent, impressive*
cur = *as scruffy, aggressive mongrel/ a scoundrel, wrong-doer, rogue.*
hath = *has*
morn = *morning / dawn*
o'er = *over*
oft = *often*
office = *task, service, duty, responsibility*
prate/ prattle = *talk / chat*
prithee = *Please, may I ask*
thy = *your*
'twixt = *between*
vex'd = angry
wench = *girl*

5 KEY QUOTES EXPLAINED

Even though Prospero tried to help Caliban by teaching him how to communicate with words, Caliban is ungrateful and claims he will only use these words to hurt and insult.
'You taught me language, and my profit on't
Is, I know how to curse.'
Prospero has two servants and although he has failed to set Ariel free, as per his request, Ariel continues to be loyal to Prospero. Meanwhile, Prospero's "poisonous slave" Caliban behaves very differently towards him. Prospero treats Caliban much more cruelly because he intended to harm Miranda. Prospero no longer treats Caliban kindly because he only takes advantage when shown compassion.
Later Prospero refers to Caliban as 'a devil, a born devil, on whose nature nurture can never stick...' Prospero is furious with Caliban who has plotted to kill him. His words here are topical as during Shakespeare's time many believed indigenous people were savage and violent. Caliban does not have any redeeming qualities and it is unlikely that any theatre-goers would have sympathy for him.

18

Year 7- *'The Tempest'* by William Shakespeare



6 Shakespeare's audience and Theatre.

Shakespeare's plays were enjoyed by people from all walks of life, from the royalty and the very wealthy right through to the servants, porters and carters. The Globe often had up to 3000 people in the audience at any one time. Theatres had to compete for audiences with other forms of entertainment such as, cock-fighting and bear-baiting.

Many of the performances covered topics which would be of interest to people at the time, such as: foreign travel, magic and witchcraft, religion and regicide. Plays would often include humour, violence, special effects and music to keep audiences interested. The open air theatres would charge 1d (equivalent to 1 penny). For the cheapest ticket, you would get a place amongst the 'groundlings' standing in the yard directly before the stage. For 2d you would be able to have a seat on one of the benches in the lower galleries surrounding the yard. For 3d more you would get a cushioned seat. The most expensive seats with the best viewing would be in the 'Lord's Room' which would be a private box up in the gallery.

You could buy food and drink during the performance from the vendors. The floors were often covered with ash or sand and there were no toilets. Visitors often complained that (due to poor hygiene and lack of sanitation in Shakespeare's time) it was often very smelly in the 'groundlings' area in front of the stage.

Unlike today, people did not watch the performance in a quiet and respectful way, instead audiences would clap, cheer, boo the villains. Pickpockets often roamed amongst the theatre-goers stealing from them whilst they were distracted by the performance.

7 Themes

POWER: The play is full of examples of power taken by force. Antonio and Alonso's overthrow of Prospero leads to Antonio and Sebastian's plot to overthrow Alonso, just as Prospero's overthrow and enslavement of Caliban leads Caliban to seek revenge.

Ultimately, it is only when Prospero breaks the cycle of violence by refusing to take revenge tensions in the play are calmed. *The Tempest* suggests that compromise and compassion are more effective political tools than violence, imprisonment, or even magic.

MAGIC: *The Tempest* is full of Prospero's magic and illusions. The play begins with Prospero's magic (the tempest), and ends with Prospero's magic (his command that Ariel send the ship safely back to Italy). In between, the audience watches as Prospero uses visual and auditory illusions to manipulate his enemies and expose their true selves. At nearly every point in the play, Prospero's magic gives him total control—he always seems to know what will happen next, or even to *control* what will happen next. At one point, Prospero even goes so far as to suggest that all of life is actually an illusion that vanishes with death: 'We are such stuff as dreams are made on, and our little life is rounded with a sleep' (4.1.156-158).

LOSS AND RESTORATION: Prospero's attempt to recover his lost dukedom of Milan drives the plot of *The Tempest*. But Prospero isn't the only character in the play to experience loss. Ariel lost his freedom to Sycorax and now serves Prospero. Caliban, who considers himself the rightful ruler of the island, was overthrown and enslaved by Prospero. By creating the tempest that shipwrecks Alonso and his courtiers on the island, Prospero strips them of their position and power, and also causes Alonso to believe that he has lost his son to the sea.

Through their reactions to these losses, the play's characters reveal their true natures.

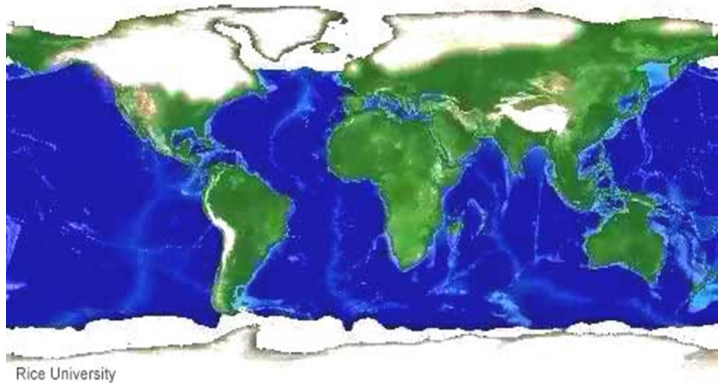
YEAR 7 GEOGRAPHY - COLD ENVIRONMENTS

1. KEY VOCABULARY

Climate	Long cold winters, with annual temperatures mostly below freezing. Polar areas are often windy, with very little **precipitation.** Permanent **ice caps** cover polar landscapes.
Ice sheet	Giant glaciers that cover huge areas.
Glacier	Large masses of ice that flow across the land and down slopes
Erosion	The wearing away of the land
Plucking	Rocks frozen to the glacier are tugged at and removed leaving jagged surfaces.
Meltwater	The water from the melting ice
Abrasion	Rocks and stones in the glacier rub against the bedrock making it smooth
Freeze thaw weathering	Water turns to ice and expands which widens cracks. When the temperature rises the ice thaws. The process continues causing pieces of rock to break up.
Glaciation	The study of ice and its impact on the environment

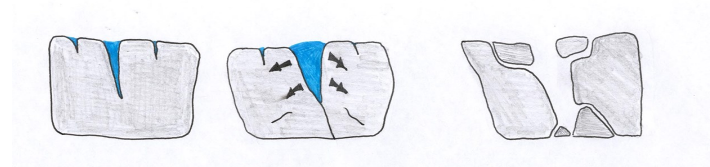
2. WHERE ARE GLACIERS FOUND?

Any where on this map which is coloured white is where glaciers can be found. They can be found in both North and South America, Asia, and Antarctica.



3. EROSIONAL PROCESSES

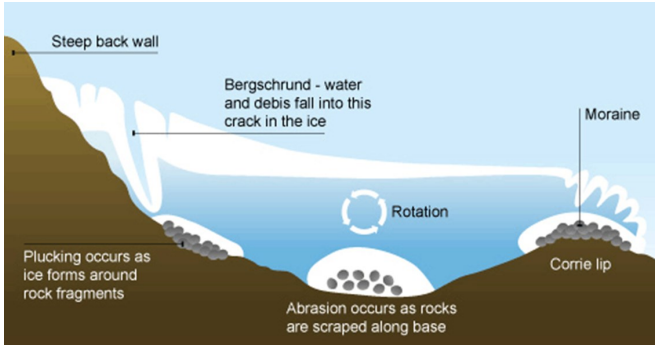
1. Freeze Thaw weathering —



Water fills cracks in the rock and ice	The water then freezes and expands	This expansion causes the rock/ice to break apart

2. Plucking— Plucking is the tearing away of blocks of rocks as a glacier moves

3. Abrasion— Rocks are frozen to the base of the glacier – these scrape the ground underneath. This is called abrasion



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YEAR 7 GEOGRAPHY - COLD ENVIRONMENTS

4. DEPOSITIONAL LANDFORMS

Deposition is the **geological process in which sediments, soil and rocks are added to a landform or land-mass**. Wind, ice, water, and gravity transport previously weathered surface material, which, at the loss of enough energy iis deposited, building up layers of sediment.

Key Term	Description	Diagram
Till	A mixture of rock, stones, sand and clay carried by a glacier	
Moraine	The deposited material that falls to the floor when a glacier melts	
Terminal Moraine	When a ridge of moraine builds up at the end of the melting glacier	
Lateral Moraine	When the whole glacier melts the till drops and forms ridges at the sides.	
Ground Moraine	The till that was frozen into the base of the glacier falls all over the valley floor when the glacier melts	
Erratics	Huge rocks that are carried by the glacier and dropped when it melts	
Drumlins	Low hills shaped like the back of a spoon due to the glacier flowing over deposited material	

5. THE FORMATION OF A CORRIE

1. As snow gathers and piles up the pressure forms ice and it starts to move downhill

2. The process of plucking steepens the back of the corrie. Ice rotates, scooping out the floor of the corrie.

3. Frost action make the mountain jagged .

4. Water may gather on the floor of the corrie. This is know as a tarn

6. ANTARCTICA

Antarctica is one of the world's 7 continents. It is located in the Southern Hemisphere and is surrounded by 4 Oceans— Pacific Ocean, Atlantic Ocean, Indian Ocean and the Southern Ocean. It is within the Antarctic circle at 66.33°.

Some of he animals which can be found here are the Adelie Penguins, Killer Whales (Orcas) and the Snow Petrel.

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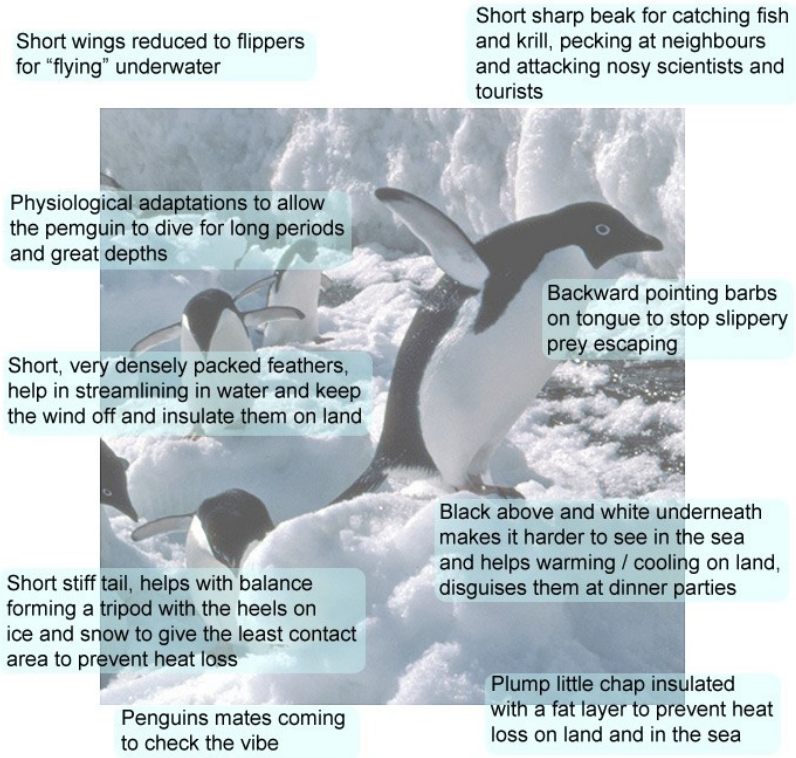
7. ANIMAL ADAPTATIONS

An adaptation is **any trait that helps an organism**, such as a plant or animal, survive and reproduce in its environment.

Some adaptations include - Penguins and seals have a thick layer of blubber (fat) which keeps them insulated in the very cold conditions. Penguins also have a coat on their feathers with oil from a gland near the tail to increase impermeability, Heavy, solid bones act like a diver's weight belt, allowing them to stay underwater and are Black and white countershading makes them nearly invisible to predators from above and below.



8. KEEPING ANTARCTICA ON THE MAP

What can we do to keep Antarctica on the map?

Ecotourism Low impact travel to endangered and often undisturbed locations	**The Antarctic Treaty** Set up to protect Antarctica's resources and stop exploitation	**A Free For All** Anyone who is interested can have access to the resources and landscape of Antarctica.
A Global Regime This would include all the countries of the world. All countries would be allowed to access Antarctica but there would be some rules and regulations.	**Create A World Park** All exploitation of resources would be banned. Tourists would be allowed in in limited numbers with limited facilities. Limited research would be allowed.	

Why is it important to keep Antarctica on the map?

Antarctica is a remarkable continent – remote, hostile and uninhabited. ... Antarctica is **important for science because of its profound effect on the Earth's climate and ocean systems**. Locked in its four kilometre-thick ice sheet is a unique record of what our planet's climate was like over the past one million years. This can help us to understand what happened in the past geologically.

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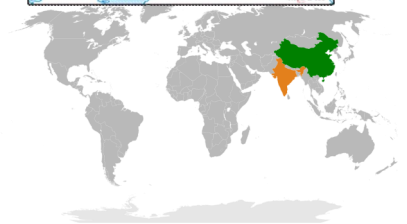
YEAR 7 GEOGRAPHY – ASIA

1. KEY VOCABULARY—Asia

Population density	A measure of how many people on average live in a square kilometre.
One Child policy	A rule brought in by the Chinese government to limit couples to having one child to control the rapid population growth.
Choropleth shading	A method of representing information by using heavier and lighter colouring to show amounts of something.
Urban	Built up areas like towns and cities.
Rural	Countryside areas including villages.
Urbanisation	The process of people moving to the towns and cities causing rapid growth of cities.
Chongqing	The fastest growing city in China due to trading and manufacturing.
Trade	The process of buying and selling goods to other countries.
Goods	A word meaning products that countries buy.
Monsoon	A seasonal wind that brings a wet and a dry time of year.

2. Location of Asia

Asia is mainly located in the Northern Hemisphere to the East of the UK and Europe. It is the largest continent by land area and has the largest population. China (in green) is located in the South West of Asia with its East coast bordering the East and South China seas. India (in Yellow) is located to the South of Asia with its coastline dominated by the Indian Ocean.



3. China's One Child Policy

In the late 1970s, the Chinese government introduced a number of measures to reduce the country's birth rate and slow the population growth rate. The most important of the new measures was a **one-child policy**, which decreed that couples in China could only have one child.

In 1950 the rate of population change in China was 1.9% each year. If this doesn't sound high, consider that a growth rate of only 3% will cause the population of a country to double in less than 24 years!

Previous Chinese governments had encouraged people to have a lot of children to increase the country's workforce. But by the 1970s the government realised that current rates of population growth would soon become unsustainable.

The birth rate in China has fallen since 1979, and the rate of population growth is now 0.7%.

There have been negative impacts too - due to a traditional preference for boys, large numbers of female babies have ended up homeless or in orphanages, and in some cases killed. In 2000, it was reported that 90% of foetuses aborted in China were female.

As a result, the gender balance of the Chinese population has become distorted.

Today it is thought that men outnumber women by more than 60 million.

The policy has now been cancelled.

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4. CHONGQING

Chongqing is the fastest-growing urban centre on the planet. Its population is already bigger than that of Peru or Iraq, with half a million more arriving every year in search of a better life. Many people are migrating from the Rural areas in the west of China to the more industrialised areas in the East where the manufacturing and trading takes place. The communist Chinese government is trying to spread the wealth in China a little more evenly so has undertaken a programme of rapid urbanisation in Chongqing,
encouraging migrants to move there. Is on the banks of the Yangtze river and the Three Gorges Dam means that the River can be used all year round to transport the goods to The shipping ports to be traded round the world. Original Inhabitants of Chongqing are being re-housed many Kilometres away as new factories and hi-rise buildings are Constructed, this causes conflict.

5. THREE GORGES DAM

Costing $37 Billion to build, and relocating 1.3 Million people the Three Gorges Dam is a controversial scheme containing the largest hydroelectric power plant in the world. The communist government has pushed through the scheme despite protests concerning loss of land and ecological degradation. The government see it as a way to reduce Greenhouse gasses.

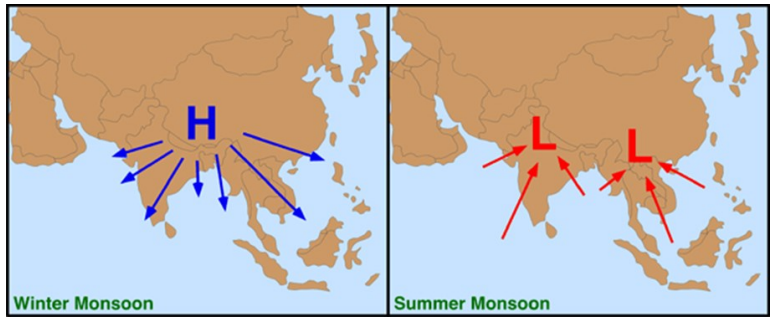
Positives of the Dam	Negatives of the Dam
The dam will control flooding downstream	The dam has caused the flooding of 137 cities and towns, 4,000 hospitals and 1,100 villages.
Hydrological energy will be made by the dam and this will provide energy to homes and factories.	By 2000 more than 180,000 people had been moved from farms near the river.
The Chinese government says that the dam will open up the Yangtze River for large ships and will supply water to northern cities.	Farmers say the land is very fertile near the river so they can grow lots of crops. Their new farmland is not so good for growing crops.
10 million people living downstream of the dam will be protected from flooding.	85% of the Yangtze basin's original forest cover has been removed.
China's leaders see the Three Gorges Dam as a symbol of the importance of China.	Conservationists say that the Three Gorges Dam will provide a dump for waste from abandoned factories.

6. INDIA—WHY IS IT AN IMPORTANT COUNTRY?

- India is the second most populated country in the world with 1.4 billion people living there, 13 times the number in the UK.
- It has a population density of 319 per square kilometre.
- It has a diverse climate with Cherrapunje getting 12 metres of rainfall per year, 15 times the amount in the UK.
- 80% of Indians are registered as Hindu.
- 560 Million households are connected to the Internet.
- By 2050 India is set to become the most populated country in the world and many global jobs are now being set up there (outsourced) including secretarial services.

7. THE MONSOON CLIMATE

This is the name of the great wind system which dominates the Indian climate.
The monsoon changes direction at different times of the year, when it blows from the land it brings dry weather, when it blows from the Ocean it brings wet weather.



Monsoons are very important to farming in India and other places. Farmers depend on monsoon rains to grow their crops. But the amount and the timing of the rains can change greatly from year to year. The right amount of rainfall produces good crops, but years of poor rain may result in crop failure over large areas. Flooding from heavy monsoon rains can also damage crops.

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Year 7 History SPRING TERM 1– HOW DID THE NORMANS CONQUER ENGLAND?

SECTION 1 - KEYWORDS

Norman	Someone of French, Norman background who came with William to fight the battle.
Anglo-Saxon	The 'English' people who were already living in England before 1066.
Feudal system	The system introduced by William where land was given or 'rented' to someone less wealthy in exchange for military service or goods. It ensured loyalty.
Barons	Important Normans who helped William to stay King.
Knights	Those who fought on horseback and were skilled warriors. They were trained from a young age in the household of another Knight or a Baron.
Villeins	The poor Anglo-Saxons who usually farmed for a living on the land of a Norman Knight.
Motte and Bailey Castle	The quick-to-build castle made from wood and built on a hill. This was a Norman invention dated from 1066-1100s
Square stone-keep castle	Made with thick stone walls and a well-defended living area (the keep). Built from around the 1100/1200s

SECTION 2 – THE BAYEUX TAPESTRY

- It was **made by the Normans** (commissioned by Bishop Odo – William's half brother)
- It was made **AFTER the Battle of Hastings**
- It tells the **story** of the run up and during the Battle of Hastings
- It is the **Norman** version of events – it therefore leaves out things that might make Harold Godwinson seem a credible leader (The Battle of Stamford Bridge) and emphasises events that make him see a bad or dishonourable leader (the oath over holy relics that William would be the next King – shown above)

SECTION 3 – HOW TO ANSWER A 'HOW USEFUL IS THIS SOURCE' QUESTION.

Paragraph 1 *Describe* one key thing in the source

Use your *knowledge* to say how this is useful.

Paragraph 2 *Describe* another key thing in the source.

Use your k*nowledge* to say how this is also useful.

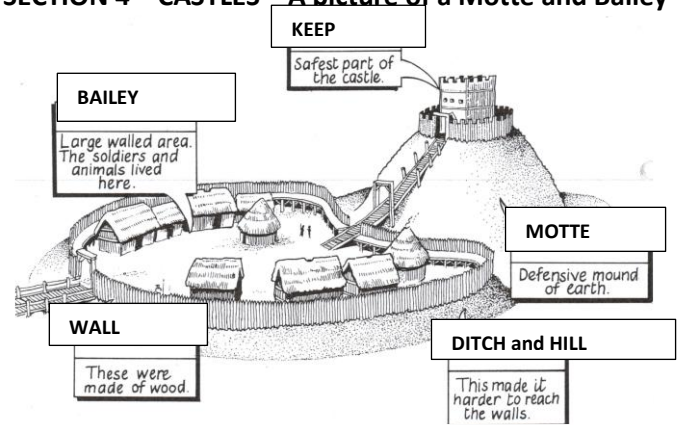
Paragraph 3 – Explain *how reliable* the source is – who made it and why? Did they have any reasons to exaggerate or not tell the whole story? Is it trustworthy and does that make it *more or less useful overall*?

DESCRIBE = SAY WHAT YOU SEE

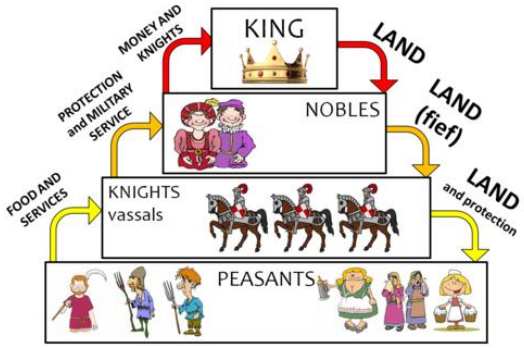
KNOWLEDGE = SOMETHING THAT ISN'T IN THE SOURCE BUT IN YOUR HEAD

RELIABLE = TRUISTWORTHY

SECTION 4 – CASTLES – A picture of a Motte and Bailey



SECTION 5 – THE FEUDAL SYSTEM DIAGRAM



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Year 7 History: WHAT WAS LIFE LIKE IN MEDIEVAL ENGLAND? (2)

How did Castles change and develop throughout the Medieval Period?

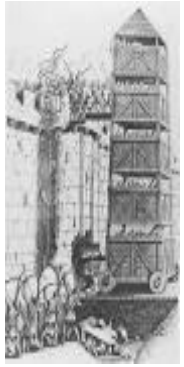
Motte and Bailey castles were the first castles built after the invasion in 1066.

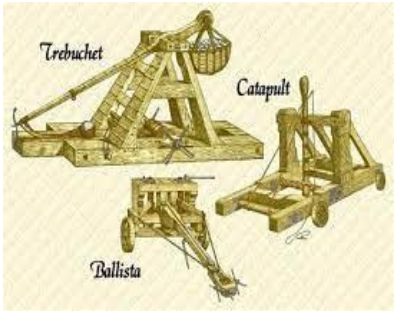
They were quick to build but not very long-lasting…fire could burn them down.

Eventually castles were made out of stone by the 1200s and became squarer in shape. After this circular towers were developed and a number of walls.

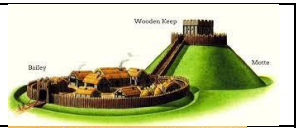
They were also extra defensive features added to strengthen the castle against new forms of attack and weapons.

New methods of attack: A siege tower, Catapults and a battering ram.





How did Castles change and develop?

Motte and Bailey	
Square stone keep	
Concentric Castle	

Defensive features added to castles:

Feature and how it worked	Picture
A gatehouse: added extra defence to the door, usually the weakest part of any castle. Thicker walls, arrow slits to fire from and a metal portcullis were usually all added.	
Moat – Sometimes shallow and sometimes deep, the space of water surrounded the castle meant soldiers had to swim (not all could) in heavy army to get to the castle. Not easy when arrows would be raining down on you.	
Arrow slits or loops – Very narrow windows that would allow an archer to shoot arrows from inside without being hit by arrows from attacking soldiers on the outside.	

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SECTION 1 – KEYWORDS

Feudalism	The system where people rented land in exchange for goods or service
Villein	A poor peasant who farmed for a living. They paid 1/3 crops to the local Lord. They were not free to leave the village
Lord	The owner of the village who granted land and would decide on marriages. He maybe a knight in service to the King when called.
Strip farming	The fields around the outside of the village were divided into 'strips'. Villeins/peasants would farm these strips for food.
Freemen	These people usually ran businesses like the local pub or mill or were jobs like the Bailiff who collected rent for the Lord. They tended to live in the Demense (say it domain)
Demense	The area nearer the Lord's manor or castle where Freemen tended to live.
The Church	A permanent stone building in the village where everyone would go on a Sunday. The term also refers to the organisation/people who lead the Catholic Church

WHAT WAS LIFE LIKE IN MEDIEVAL ENGLAND?

SECTION 2 – A MEDIEVAL VILLAGE AND LIFE

Some key things to know about Medieval people:

- Most couldn't read
- Most were poor and spoke Anglo-Saxon English (the villeins)
- The Barons and higher classes spoke Norman French
- Most peasants relied on farming their food – if they didn't work hard and grow vegetables they starved!
- Work was physical labour and therefore many people died young (by age of 40) as life was just so exhausting.
- Many children died as babies as there was minimal knowledge of keeping clean and healthy. Also there were no vaccinations to protect you from diseases.
- Most women had many children…..if they didn't die in childbirth that is!
- If you owned an animal you would be considered relatively wealthy.
- Most people didn't travel far from their village as they had to walk everywhere!

Church vs King – The death of Thomas Beckett.

- Thomas Beckett was murdered by four nights in Canterbury Cathedral in December 1170.
- The four nights believed they were working on the orders of King Henry II.
- Henry II and Becket had been as close as brothers – that is why Henry gave Becket the top job of Chancellor.
- Henry was frustrated that the Church courts often seemed to give more lenient punishments than the King's courts – he wanted this changed – so gave the top Church job to Becket.
- When Becket became Archbishop of Canterbury he had a personality change and became holy and defended the rights of the Church.
- Henry and Becket argued continuously – Becket even fled to France for nearly a decade, but after Henry asked him to, he returned.
- Henry must have felt that they would be friends again, however Becket then sacked a number of bishops appointed by Henry. Henry was outraged and burst out in a fit of anger – the knights overheard……and charged to Canterbury….

SECTION 3 – THE POWER OF THE CHURCH

This is a doom painting.

They were put in Churches to warn people about what would happen to them if they didn't live a good, Christian life.

SECTION 4 – WHY COULD NO-ONE IGNORE THE MEDIEVAL CHURCH?

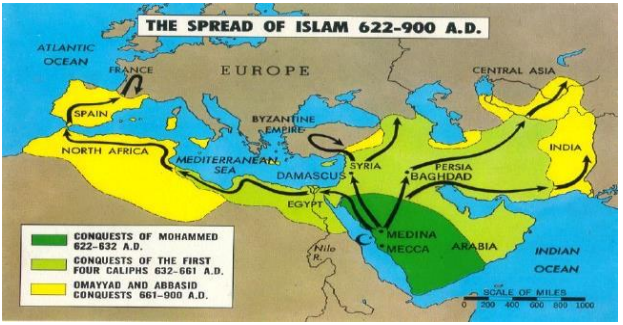
- If you didn't go to Church people would consider you a 'heretic' (un-Christian)
- You had to pay the Church a tax called a 'tithe'.
- The Church was often seen as wealthy career for some sons of Noble Lords.
- The Church bell tolled to tell everyone the time of day.
- Saints Days were considered 'Holy-days' and people were given a day off – this became known as a 'holiday'.
- The Church was even richer than the King. Some said it was more powerful.
- The Medieval Church was the Roman Catholic Church – no other religion was permitted.
- If you were female and didn't do as the Church said you could be accused of witch-craft – this was very dangerous as it was incredibly hard to prove your innocence. It usually led to certain death
- People couldn't actually understand Church services as the Priest spoke in Latin – the people had to just do as the Priest said and trust he told them the right thing. They weren't encouraged to read the Bible for themselves – and they couldn't read anyway mostly!

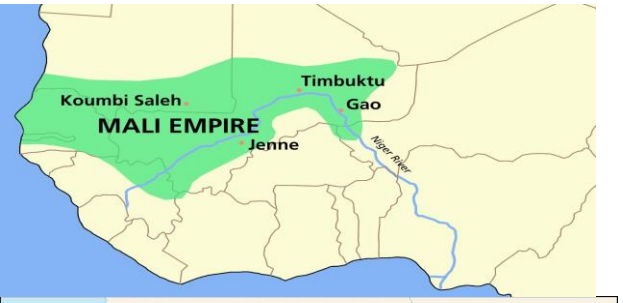
Section 1: Key words

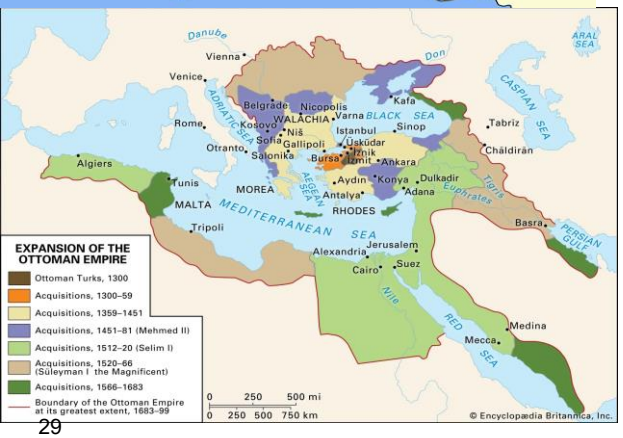
Abstract	Art that does not attempt to recreate reality, but instead interprets it in a different way using shapes, colours, and textures.
Caliph	Caliph: successor of Muhammad and rulers of the Arab empire.
Crusade	A Christian military expedition made with the aim of recovering Jerusalem from the Muslims.
Empire	A collection of countries that have been conquered and are ruled by one state.
Holy Land	The region on the eastern shore of the Mediterranean which Christians, Jews and Muslims all treat as important to their religions. The area includes the city of Jerusalem.
Interpretations	The view of a Historians based on the evidence that they have studied. This can sometimes include the interpretations of other historians..
House of Wisdom	Founded by Caliph Haround Al-Rasheed in the 8th century. It consisted of a vast library and school which helped Muslim scholars to make major advances in science, medicine and mathematics.
Infidel	Infidel: The name given to someone of a different religion from one's own.
Ka'bah	The building towards which Muslims face five times every day in prayer.
Merchant	someone who buys and sells goods, but does not make them.
Mosque:	Islamic place of worship
Siege	A attempt to force a town or castle to surrender by surrounding it. An example of this occurred in the First Crusade with the siege of Jerusalem.
Trade Caravan	A group of merchants, pilgrims, or travellers journeying together, usually for mutual protection in deserts or other hostile regions.

Section 2: Comparison of the Islamic Empire with Medieval England

	Medieval England	Medieval Islam
Houses	Most houses had one storey. Ordinary people had tables, benches and pottery. Weather had to be carried from the nearest well or stream.	Were built of sun dried bricks and thick walls helped to keep them cool. Many houses had an upper floor. Poor families shared their homes with other families.
Education and Medicine	Universities were established at Oxford and Cambridge. Monasteries were also centres of learning. Only the rich could afford to see a university trained doctor. Women used herbal remedies which often worked well.	The House of Wisdom in Baghdad included a vast library and a school. There was a hospital in Baghdad with separate wards for different diseases.
Religion	Every village had a church. It was often the only stone building in the village. Towns had many churches. They were often colourfully decorated.	Cities like Baghdad were full of mosques. Many were beautiful buildings, decorated with abstract patterns and designs. Each neighbourhood would have its own mosque
Trade	Every town had a market where villagers came to buy and sell food and other items. At the big fairs held in some towns once a year, traders came from Europe to all luxury goods	Baghdad was a trading city. A wide range of products were available from places like India, Russia and China. There was also a range of entertainment like storytellers, musicians, and wine houses.
Freedom	everyone was part of the feudal system established after 1066. Slavery was banned in England.	There were slave markets. Rich people had slaves to do their work. The Islamic religion encouraged owners to take good care of slaves.
Women	Unlike most European societies at the time, women in Anglo-Saxon England had a considerable amount of power in their own rights. Certain women, such as queens, had an impact on the wider society. However, after 1066 women lost rights to inherit land and were unlikely to be able pursue much in the way of education.	Women during the Golden Age of Baghdad had relative freedom. They controlled their own finances, were encouraged to be religiously educated and even held important positions within the early Islamic religion. From the early years of Islam, women had crucial roles in their society. They contributed substantially to the prominence of Islamic civilisation







Section 3: Timeline of key events

570	570: Birth of Muhammad
632-650:	This is the period of the 'Rightly Guided Caliphs' or successors to Muhammad as rulers of the Arab empire, centred in Mecca and Medina. During this time the official text of the Koran is established in Arabic.
636-711	Muslims conquer Persia (modern day Iran), Jerusalem, Egypt, and Spain.
750	750: Abasids become rulers of the Muslim Empire with Baghdad as centre. The 'golden age' of Islam begins, a time of great learning and cultural development. Advances in agriculture, medicine and health care also occur. The Aaasids, although Muslim, allow freedom of religion in areas under their control.
800-1000	Arabs establish regular trade caravans across Northern Africa. They gradually extend routes across the Sahara desert into the West African kingdoms of Mail and Ghana for the gold and salt trade.
1096	Crusades begin. Poor Urban II calls for all Christians to expel Muslims from Jerusalem
1099	The siege of Jerusalem. The Crusaders eventually break through Jerusalem's city walls using sophisticated siege equipment. They captured the city and slaughtered nearly 70,000 people.
1235-1468	The Mali empire is established in West Africa.
1307-1332	Masa Musa ruled over the I empire strengthening it by bringing in more cities and states under his rule. At one point it covered more territory than the whole of Europe.
1291	End of the Crusades: Muslims defeat Christians and reclaim Jerusalem.
1453	Ottoman Turks conquer Constantinople and remake it Istanbul. It becomes the capital of the Ottoman Empire.
1520-1566	Suleyman the Magnificent rules as Sultan of the Ottoman Empire and increase its territory. The empire reaches its peak in culture, art, literature and architecture. The empire exists until the end of the First World War (1918).

Section 4: Historian interpretations of the First Crusade.

For centuries Christians, Jews and Muslims had lived more or less peacefully in ten same city. But by 1087 the Muslim Turks had taken over most of the Holy Land. Travel to Jerusalem was becoming impossible for anyone except Muslims. Pope Urban II therefore called on all Christian rulers of Western Europe to help. Thousands of Kings, Lords, soldiers and ordinary people responded. An army of 30,OOO swept through Europe and approached Jerusalem. After a long and brutal siege they successfully captured it in 1099. In the following years thousands of Crusaders flooded into the Holy Land building castles to protect themselves, their families and their newly conquered lands.
However, this was not the end of the conflict in this area. Further wars occurred in the Holy Land throughout the Middle Ages and beyond, right up to the present day.

Read through the two interpretations from Dr France and Dr Riley-Smith. In your own words explain:

1. **What does France think was the reason the crusaders were successful by 1099?**
2. **2. What does Riley-Smith think was the reason the crusaders were successful by 1099?**
3. **Whose interpretation do you most agree with? Explain why using your own knowledge.**

John France	Jonathan Riley Smith
There can be no doubt that burning religious conviction undelay the success of the First Crusade. Time and again when all seemed lost, at Antioch and at Jerusalem particularly, the army rallied to God's cause. The deep conviction that they were the servants of God was the behind the boldness with which they tackled and surprised formidable enemies such as the Egyptians, when all rational calculations would have advised against it. Indeed, the Middle Eastern powers inability to understand this all or nothing mind-set led to their success.	Syria was in the 1090's disorganized and unready state to meet the crusade as Asia Minor had been and the crusaders faced very little opposition to their advance. The Turkish rulers of Aleppo and Damascus were at odds with one another.

	Medieval England	Medieval Islam
Houses	Most houses had one storey. Ordinary people had tables, benches and pottery. Weather had to be carried from the nearest well or stream.	were built of sun dried bricks and thick walls helped to keep them cool. Many houses had an upper floor. Poor families shared their homes with other families.
Medicine	only the rich could afford to see a university trained doctor. Women used herbal remedies which often worked well.	The House of Wisdom in Baghdad included a vast library and a school. There was a hospital in Baghdad with separate wards for different diseases.
Religion	every village had a church. It was often the only stone building in the village. Towns had many churches. They were often colourfully decorated.	Cities like Baghdad were full of mosques. Many were beautiful buildings, decorated with abstract patterns and designs. Each neighbourhood would have its own mosque
Trade	every town had a market where villagers came to buy and sell food and other items. At the big fairs held in some towns once a year, traders came from Europe to all luxury goods	
Freedom	everyone was part of the feudal system established after 1066. Slavery was banned in England.	There were slave markets. Rich people had slaves to do their work. The Islamic religion encouraged owners to take good care of slaves.
Women		

KS3 History knowledge organiser:
Year 7 Autumn term 2 /Spring term 1 : The Battle of Hastings (Page 2)

Section 4: What happened at the battle?

9 am The First attack	Norman archers fired arrows but these went over heads of the Anglo-Saxons. Norman infantry attack but were blocked by Harold's shield wall. The battle raged for hours.
Rumours… William has been killed!?	Rumours spread that William had been killed. Normans began to worry and fearing William's death, began to run away. Anglo-Saxons, broke formation, left the shield wall and ran after the Normans. Suddenly, Norman knight tore off his helmet and cried "it is me, William" to prove he was not dead. Normans rallied around the Duke and using their cavalry, tore apart the Saxons.
Feigned retreat	When some Normans ran away from their line and the Anglo-Saxons ran after them, the Normans turned and slaughtered them. This was used as a tactic and drained the shield wall of Anglo-Saxon soldiers.
Midday	A break in the fighting allowed both sides to remove their dead and wounded. William used a new tactic. He moved archers so their arrows hit the Anglo-Saxons instead of going over their heads. This caught them out.
Cavalry charge	William ordered a cavalry charge. Harold's men stayed in formation but William used feigned retreat again. Heavy losses on both sides. William ordered knights to fight on foot, archers to fire arrows and infantry charged Harold's lines.
The King is dead	By 4pm Anglo-Saxon shield wall began to break and Normans began break through the wall. Remaining housecarls in a defensive position. According to legend, a stray arrow struck Harold Godwinson in the eye and the Saxon king fell down dead. The Saxon army was without a leader. The last Saxon Housecarls were killed protecting the body of the King.
Saxons defeated	The battle of Hastings ended in a Norman victory. As the Saxon lords had all been killed there were no Saxon leaders to fight after Hastings.
25th December 1066	William of Normandy, now William the Conqueror, was crowned king of England on Christmas day at Westminster Abbey, 1066.

Section 5: Why did William win the battle?

Harold's mistakes

King Harold hurried to face William; he could have waited for between 20-30,000 extra troops, but he chose to go straight to Hastings.

Harold chose to fight on foot rather than horseback, so it was difficult for him to **communicate** with his troops or to give orders once the battle began.

William's superior tactics

William gained the **Papal Banner** so his soldiers believed they had God's blessing to fight.

William's troops were highly organised and trained, professional soldiers.

William delayed his invasion which demoralised Harold's troops as they had to wait so long.

William took his time invading; he ensured that he had made all the preparations necessary.

William had gathered a force of 7000 trained **mercenaries.** He also had knights on horses that were trained to bite and kick.

William fought on horseback. This allowed him to have an overview of battle and direct his men.

William used the tactic of the feigned retreat. This tricked the Saxons into chasing them down the hill causing the shield wall to break up.

Luck

Hardrada and William launched their attacks at the same time

The double invasion occurred during the harvest season, which led to desertions in Harold's **fyrd.**

William had time to rest his army and train them on the battle ground while Harold was in the north

Section 6: How did Harold die? Evaluating the evidence

Source 1: an image from The Bayeux Tapestry, produced on the orders of Bishop Odo, William's half brother in the 1070s

Harold fell, his brain pierced by an arrow. One of the soldiers with a sword gashed his thigh as he lay on the ground.

Section 3: Written by Guy of Amiens, a medieval writer from France in 1067

With the point of his lance the first knight pierced Harold's chest, drenching the ground with blood. With his sword the second knight cut off his head. The third disembowelled him with his javelin. The fourth hacked off his leg.

1. What does each source suggest about Harold's death?
2. Look at the NOP for each source. Does this affect any of the sources' reliability?
3. Based on the evidence of the 3 sources, explain who you think Harold died. Use the evidence from the source in your answer.

YEAR 7 History: Religion and Power in Medieval England in Medieval England

SECTION 1 – KEYWORDS

Henry II (r. 1154-1189)	King of England from 1184 until his death in 1189. He believed the Church had too much power, so challenged this. Responsible for the death of Becket.
King John	The 2nd son of Henry II. John was very unpopular. In 1215, John was made to sign the Magna Carta by his barons – which limited his power.
Henry III	The son of King John. He tried to break the terms of the Magna Carta, which led to a rebellion. He was forced to agree to the setting up of a Parliament.
Thomas Becket	Became Archbishop of canterbury in 1162. Before this, was good friends with Henry II, however the two men clashed over their different ideas about the role of the Church. He was murdered in 1170.
Simon de Monfort	Known as 'The Father of Parliament'. One of the leading barons in England. Captured Henry III at the Battle of Lewes and called Parliament in 1265
The Church	Means all of Christianity in England, not just one building. This means the Catholic Church in Rome in the Medieval Period.
Doom Painting	A painting in a church designed to show people images of heaven and hell
Tithe	The tenth of the food peasants grew that had to be given to the Church
Excommunicate	The Pope officially excludes (someone) from participation in the sacraments and services of the Christian Church.
Flagellation	The act of whipping oneself to say sorry to God
Magna Carta	A document signed by King John which sets out in law the power of the English king
Parliament	An elected group who a monarch consults in the running of the country.
Martyr	Someone who dies standing up for their religion. They're celebrated by their religion.
Chancellor	The most important person in England after the king. It involved sending out royal letters and charters.

SECTION 2 - THE MEDIEVAL CHURCH

Churches were important as meeting places – most people went to Church at least once a week. They were the heart of the village and used for many purposes. The village priest was very important, acting as an adviser and a local leader. At church services he would tell people what they needed to do in order to get to heaven and avoid Hell. There were also Doom Paintings to remind people of this. Ideas about Heaven/Hell were very important to people. People lived their lives following the Church's rules so they'd go to Heaven when they died. The villages had to pay a tithe to the church which could be difficult during times of poor harvest. Hospitals were run by priests and not doctors – people used prayer to cure illnesses not medicine. This included the Black Death, where people whipped themselves to say sorry to God in the hope of avoiding the disease.

SECTION 3– Henry II challenged the power of the Church

Henry II tried to limit the power of the Church by passing the Constitutions of Clarendon. Archbishop Thomas Becket was very unhappy about this, leading to the two men clashing and falling out. Due to this, Henry II supposedly organised Becket to be killed when he ushered the famous words 'Is there no one who will rid me of this troublesome priest?' This prompted 4 knights to ride to Canterbury Cathedral where Becket was brutally murdered. Henry was punished by the Church for this. He had to give up the Constitutions of Clarendon and was whipped by monks. Becket was later canonized and became a saint.

Medieval Doom Painting Chaldon Church

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SECTION 4 - TIMELINE: the main events 1016-1914

Date	Main Events
1164	Henry II brings in the **Constitution of Clarendon.** These were a set of rules/procedures that attempted to restrict church privileges and curb the power of the Church courts and papal authority in England.
1170	The murder of **Thomas Becket** in Canterbury Cathedral
1173	Becket was made a Saint by the Pope. Soon the journey to Becket's tomb was one of the most popular pilgrimages in Europe
1199	John becomes King of England. He was the 2nd son of Henry II and younger brother of King Richard.
1215	The signing of the **Magna Carta.** This famous document was signed at Runnymede, near Windsor after 4 days of discussions between King John and his barons.
1216	King John dies and his son Henry takes the throne. He was only 9 years of age and as a boy regularly met with the Great Council and took advice.
1258	Henry III tries to break the terms of the Magna Carta.
1258	The Provisions of Oxford are signed. This document gave the barons a lot more power and stated that the king could not make decisions without the Great Council's agreement. King Henry was unhappy because it took away a lot of his power.
1264	A baron's army lead by Simon de Montfort fought against the King at The Battle of Lewes in Sussex. King Henry lost and was taken prisoner
1265	The first Parliament is called by Simon de Montfort. This not only included the important bishops and barons. He also included two ordinary people from each large town and two knights from each county.
1272	The death of Henry III

SECTION 5 – KING JOHN AND MAGNA CARTA

King John was very unpopular in England. When his older brother, King Richard, died, he had very little money left because Richard had spent so much of it fighting abroad in the Crusades. He charged high taxes to raise money and offended his barons. He also tried to interfere in religious matters. John was excommunicated by the Pope which stopped all religious services in England for 7 years. In 1215 his barons decided they had had enough and marched an army towards London. They gave John a choice – change the way he was running the country or fight. They made him sign the Magna Carta (The Great Charter) setting out the rights that they had. Over time this document became very significant and introduced the idea that there a certain laws and rules that even a king must accept. Many see this as the first step towards Britain becoming a Democracy.

This cartoon shows the barons clipping the wings of a tyrannical king. They established principles that still influence British justice today.

Tyrannical = using your power In a cruel and unfair way

SECTION 6 – HENRY III, SIMON DE MONFORT AND PARLIAMENT

John's son; Henry III, also had arguments with his baron's. Henry tried to raise taxes to fight in the Pope's Holy Wars, often without asking his barons. One of his barons, Simon de Montfort, forced Henry to sign the Provisions of Oxford. When Henry broke the Provisions of Oxford, de Montfort led a rebellion against the king. Henry was captured and Simon de Montfort called England's first parliament consisting of 2 commoners from each region. This became known s the House of Commons

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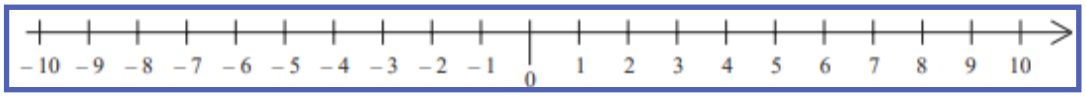
Maths, Y7 - Negative Numbers

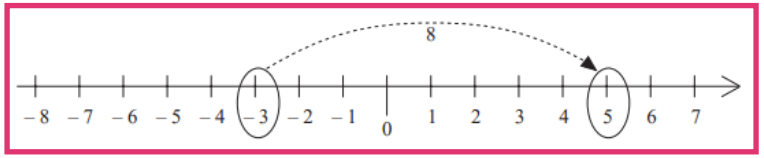


1. Addition

To **add a positive number**, move to the **right** on a number line.

What is –3 + 8?

Start at –3 and move 8 to the right::

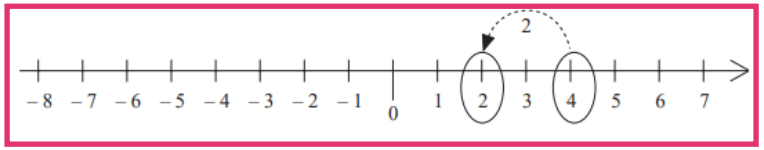


So, **-3 + 8 = 5**

To **add a negative number**, move to the **left** on a number line.

What is 4 + (-2)?

Start at 4 and move 2 to the left:



So, **4 + (-2) = 2**

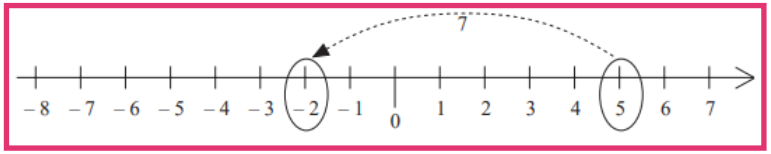
2. Subtraction

Subtraction is the **inverse** (or opposite) of addition

To **subtract a positive number**, move to the **left** on a number line.

What is 5—7?

Start at 5 and move 7 to the left:

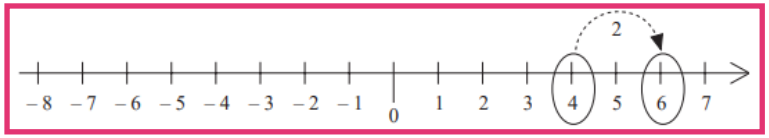


So, **5 - 7 = -2**

To **subtract a negative number**, move to the **right** on a number line.

What is 4 - (-2)?

Start at 4 and move 2 to the right:



So, **4 - (-2) = 6**

3. Multiplication

×	+	–
+	+	–
–	–	+

What is 5 x (-2)?

(-2) + (-2) + (-2) + (-2) + (-2) **= -10**

A **positive number multiplied by** a **negative number** gives a **negative answer**.

The table above shows what happens to the sign of the answer when positive and negative numbers are **multiplied**.

What is 5 x (-7)?

First calculate 5 x 7 = 35

As a positive number is multiplied by a negative number, the answer will be negative:

5 x (-7) = -35

What is (-8) x (-10)?

First calculate 8 x 10 = 80

As a negative number is multiplied by a negative number, the answer will be positive:

(-8) x (-10) = 80

4. Division

The same table can be used for **division** of positive and negative numbers.

What is (-42) ÷ 6?

First calculate 42 x 6 = 7

As a negative number is divided by a positive number, the answer will be negative:

(-42) ÷ 6 = -7

What is (-88) ÷ (-8)?

First calculate 88 ÷ 8 = 11

As a negative number is divided by a negative number, the answer will be positive:

(-88) ÷ (-8) = 11

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Maths, Y7 - Expressions

1. Understanding Expressions & Substitution

Algebra uses letters called **variables** to represent unknown numbers

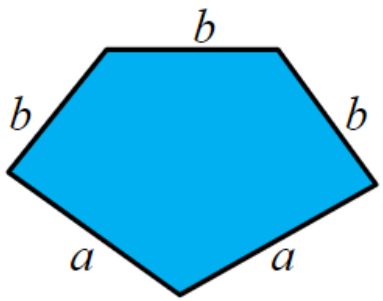
$x \times 0 = \mathbf{0}$	Anything multiplied by zero is zero.	$b \times 2a$	$= 2 \times a \times b$	$= \mathbf{2ab}$
$x \times 1 = \mathbf{x}$	Anything multiplied by 1 is itself.	$4x \times 3y$	$= 4 \times 3 \times x \times y$	$= \mathbf{12xy}$
$x \times 2 = \mathbf{2x}$	We can leave out the × sign.	$5a \times 2b$	$= 5 \times 2 \times a \times b$	$= \mathbf{10ab}$
$x \times x = \mathbf{x^2}$	Anything multiplied by itself is the same as squaring it. The ² sign means squared.	$3a \times 6a$	$= 3 \times 6 \times a \times a$	$= \mathbf{18a^2}$

$x + 2$	An unknown number add 2	If $x = 6$,	$x + 2 = 6 + 2 = 8$
$2x$	An unknown number multiplied by 2	If $x = 6$,	$2x = 2 \times 6 = 12$
$\frac{x}{2}$	An unknown number divided by 2	If $x = 6$,	$\frac{x}{2} = \frac{6}{2} = 3$
$2x - 3$	An unknown multiplied by 2 then subtract 3	If $x = 6$,	$2x - 3 = 2 \times 6 - 3 = 9$
$\frac{x+4}{2}$	An unknown number add 4, then divided by 2	If $x = 6$,	$\frac{x+4}{2} = \frac{6+4}{2} = 5$

2. Simplification

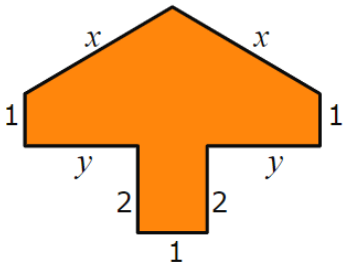
When we add **like terms** we describe how many of each letter we have

$c + c + d + d + c + b = \mathbf{b + 3c + 2d}$



perimeter $= a + a + b + b + b$

$= \mathbf{2a + 3b}$



Perimeter = $x + x + y + y + 1 + 1 + 1 + 2 + 2$

$= \mathbf{2x + 2y + 7}$

Notice the answer has a number in it.

We know that some of the perimeter adds up to 7.

The rest is described using x and y

3. Expanding single brackets

Multiply everything in the bracket by what is on the outside

$$6(x + 2) = 6x + 12$$

$$x(x + 2) = x^2 + 2x$$

$$6x(x + 2) = 6x^2 + 12x$$

4. Factorising single brackets

This is the reverse of expanding brackets.

Take the expressions and put the brackets back in.

Do this by finding the highest common factor of your terms

Factorise the expression.

$6x + 24$

$6x$ and 24 are both multiples of 6.
Therefore $6x + 24$ can be written as 6 × (something).

$= 6(\quad)$

To find out what the unknown is you must divide $6x$ and 24 by 6.

$6x \div 6 = x$

$24 \div 6 = 4$

$\mathbf{= 6(x + 4)}$

5. Solving equations

This is where you work backwards to find the unknown number

$$m - 3 = 10$$
$$(+3) \qquad (+3)$$
$$m = 13$$

$$2x + 8 = 18$$
$$(-8) \qquad (-8)$$
$$2x = 10$$
$$(\div 2) \qquad (\div 2)$$
$$x = 5$$

$$\frac{y}{4} = 10$$
$$(\times 4) \qquad (\times 4)$$
$$y = 40$$

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Maths, Y7—Ratio & Measure

1. Length

Which units do we use to measure length?

We can use: millimetres (mm)
centimetres (cm)
metres (m)
kilometres (km)

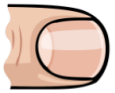
These are **metric** units.

Metric units are based on tens, hundreds, thousands and so on.

1 cm = 10 mm
1 m = 100 cm
1 km = 1000 m

A millimetre is very small. It is smaller than the thickness of a 1p coin.

A centimetre is longer. It is about the length of a fingernail.



There are 10 mm in 1 cm.

A metre is about half the length of a bed.

There are 100 cm in 1 m.

A kilometre is very long. It is about 2 and a half times round a running track.

There are 1000 m in 1 km.

2. Mass

Mass is a measurement of how heavy an object is.

Which units do we use to measure mass?

We use kilograms (kg) and grams (g).

A bag of flour has a mass of 1 kg.

A drawing pin has a mass of 1 g.

There are 1000 g in 1 kg.

3. Capacity

Capacity is a measurement of how much a container can hold.

Which units do we use to measure capacity?

We use litres and millilitres (ml).

We usually write **litres** in full because l looks too much like 1.

A standard carton of juice has a capacity of 1 litre.

1 ml is about the amount of liquid in 20 small drops of water.

There are 1000 ml in 1 litre.

4. Time

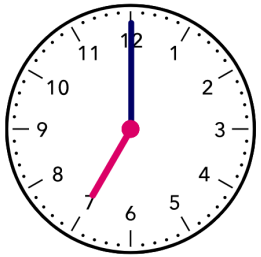
1 minute = 60 seconds

1 hour = 60 minutes

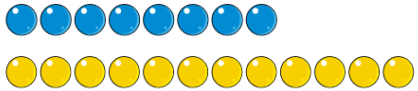
1 day = 24 hours

1 week = 7 days

1 year = 365 days



5. Ratio notation



Tim had 8 blue and 12 yellow beads.

That's a ratio of 8 : 12

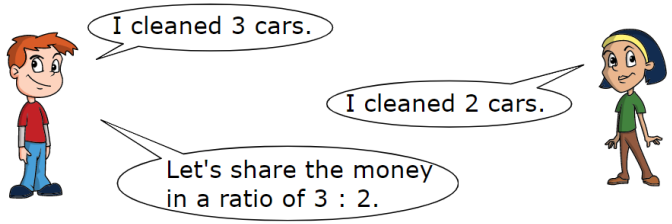
Divide each side by 4 2 : 3

6. Sharing in a given ratio

Sam and Alex are washing cars for pocket money.

At the end of the day they have earned £15.

They decide to share the money in the ratio of the number of cars they have cleaned.



They have to share £15 in a ratio of 3 : 2.

For every £3 Sam gets, Alex gets £2.

£3 + £2 makes £5 altogether.

How many lots of £5 are there in £15? £15 ÷ £5 = 3

There are 3 lots of £5.

For each of these, Sam gets £3 and Alex gets £2.

Sam gets
3 lots of £3
= £9

Alex gets
3 lots of £2
= £6

7. Metric—Imperial conversions

Length

There are about 2.5cm in 1 inch

1 m is roughly equal to 3 feet

There are around 1.6km in 1 mile

Mass

There are about 30g in 1 ounce

500g is approximately 1 pound

Capacity

1 litre is roughly equal to 1.75 pints

There are around 4.5 litres in 1 gallon

36

Year 7 French Spring Half Term 3 and 4 Ma famille et mes amis

Parle-moi de ta famille. (Tell me about your family.)

Nous sommes cinq. (There are five of us) **Il y a trois personnes dans ma famille.** (There are three people in my family.)	**Il y a** (there is)	**mon père** (my dad) **mon beau-père** (my stepdad) **mon grand-père** (my granddad) **mon frère** (my brother) **mon demi-frère** (my stepbrother/half brother)	**ma mère** (my mum) **ma belle-mère** (my stepmum) **ma grand-mère** (my grandma) **ma sœur** (my sister) **ma demi-soeur** (my stepsister/ half sister)	**mes parents** (my parents) **mes grands-parents** (my grandparents) **mes frères** (my brothers) **mes soeurs** (my sisters)	**et moi** (and me)

Tu as des frères ou des sœurs ? (Do you have any brothers or sisters?)

J'ai un frère (I have a brother) **J'ai une sœur** (I have a sister)	**qui s'appelle …** (who is called)	**Apolline**	**Héloïse**	**Antoine**	**Maxime**
J'ai deux frères (I have two brothers) **J'ai trois sœurs** (I have three sisters)	**qui s'appellent …** (who are called)	**Céleste**	**Margot**	**Benoit**	**Thomas**
		Clémence	**Isabelle**	**Gaspard**	**Victor**
Je suis enfant unique (I am an only child)	**Je n'ai pas de frères et de sœurs** (I don't have any brothers and sisters)				

Grammaire p. 168–169 WB p.7

***Avoir* (to have)**

Avoir is an irregular verb.

j'ai	*I have*
tu as	*you have* (sing)
il/elle a on a	*he/she has* *we have*
nous avons	*we have*
vous avez	*you have* (pl)
ils ont	*they have*

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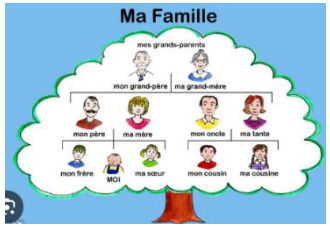

Grammaire p. 168–169 WB p.9

Être

The present tense of the verb 'to be', *être*, has its own pattern. It is an **irregular verb**.

je suis	*I am*
tu es	*you are*
il/elle est on est	*he/she is* *we are*
nous sommes	*we are*
vous êtes	*you are*
ils/elles sont	*they are*

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Year 7 French Spring Half Term 4 Mon collège

Tu as un animal? (Do you have a pet?)

J'ai *I have*	***un chat*** *(a cat)*
Tu as *You have*	***un chien*** *(a dog)*
Il a *He has*	***un lapin*** *(a rabbit)*
Elle a *She has*	***un cochon d'Inde*** *(a Guinea pig)*
On a *We have*	***un cheval*** *(a horse)*
	un oiseau *(a horse)*
	un lézard *(a lizard)*
	un phasme *(a stick insect)*
Je voudrais *I would like*	***un poisson*** *(a fish)*
J'avais *I used to have*	***un hamster*** *(a hamster)*
	une tortue *(a tortoise)*
	une souris *(a mouse)*

Pets

https://quizlet.com/gb/572026032/y7-half-term-2-pets-flash-cards/

Grammaire p. 166 WB p.11

Adjective agreements

- The colour always goes **after** the noun: *un chien noir* – a black dog
- The colour usually has to agree with the noun it is describing:
  un chien noir *deux chiens noirs*
  une tortue noire *deux tortues noires*

If the colour already ends in *-e*, you don't add an extra 'e' when describing a feminine noun:
un chien jaune *une tortue jaune*
Some colours don't ever change to agree with the noun they are describing:
deux tortues marron

Les couleurs

bleu

vert

noir

gris

blanc (white)

violet

rouge

jaune

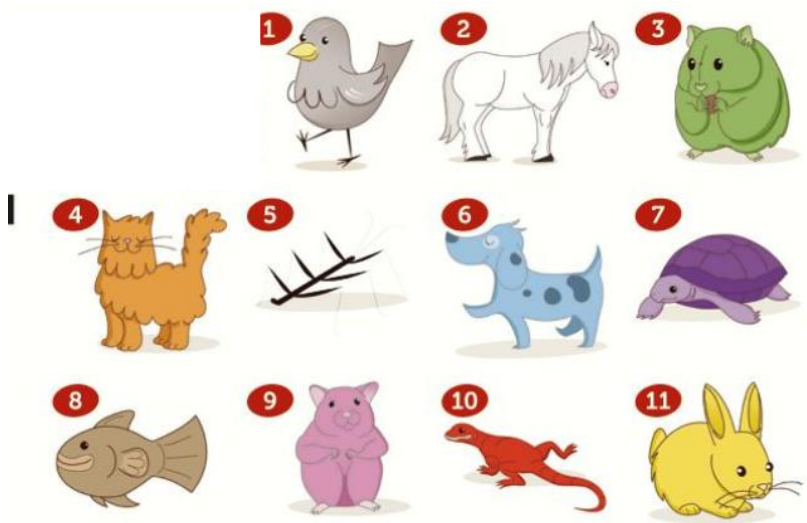
rose

orange

marron

amusant (funny)	**courageux** (brave)	**gentil** (kind)
intelligent (intelligent)	**paresseux** (lazy)	
bavard (chatty)	**travailleur** (hard-working)	**sociable** (sociable)
actif (active)	**généreux** (generous)	**adorable** (adorable)
créatif (creative)	**rêveur** (a dreamer)	**timide** (shy)
sportif (sporty)		**calme** (calm)

amusante (funny)	**courageuse** (brave)	**gentille** (kind)
intelligente (intelligent)	**paresseuse** (lazy)	
bavarde (chatty)	**travailleuse** (hard-working)	**sociable** (sociable)
active (active)	**généreuse** (generous)	**adorable** (adorable)
créative (creative)	**rêveuse** (a dreamer)	**timide** (shy)
sportive (sporty)		**calme** (calm)



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Year 7 French Spring Half Term 4 Mon collège

J'adore (I love) **J'aime** (I like) **Je n'aime pas** (I don't like) **Je déteste** (I hate) **Je préfère** (I prefer) **Il/elle adore** (He she loves) **Il/elle aime** (He/she likes) **Il/elle n'aime pas** (He/she doesn't like) **Il/elle préfère** (He/she prefers) **Ma matière préférée, c'est...** (My favourite subject is...)	**le dessin** (Art) **les arts plastiques** (Art) **l'espagnol** (Spanish) **l'anglais** (English) **le français** (French) **le théâtre** (Drama) **le commerce** (Business studies) **la musique** (Music) **la technologie** (Technology) **l'informatique** (Computing) **la géographie** (Geography) **l'EPS (l'education physique et sportive)** (PE) **l'instruction réligieuse** (RE) **l'histoire** (History) **les SVT (les sciences de la vie et de la terre)** (Science) **les maths** (Maths)	**parce que** (because) **car** (because) **mais** (but) **cependant** (however)	**c'est** (it is) ce n'est pas (it isn't)	**passionnant** exciting **inutile** useless **ennuyeux** boring **nul** rubbish **créatif** creative **relaxant** relaxing **utile** useful **actif** active **interéssant** interesting **facile** easy **difficile** difficult **important** important
			j'aime le/la professeur I like the teacher **j'ai trop de devoirs** I have too much homework **le/la professeur est sympa** the teacher is nice **le/la professeur est strict(e)** the teacher is strict	

Grammaire WB p.15

Connectives

Connectives are used to link one sentence to another or to extend a sentence. Use *parce que* and *car* (because) to give reasons for your opinions.

J'aime le français ***parce que*** *c'est intéressant.*
Je déteste les maths ***car*** *c'est difficile.*

Use *mais* (but) to contrast.

J'aime les maths, ***mais*** *je n'aime pas les SVT.*

https://quizlet.com/gb/605054431/allez-1-unit-23-lecole-tu-aimes-flash-cards/

Introducing opinions

A mon avis	in my opinion	**Si on me demande mon avis**	If you ask my opinion
Selon moi	in my opinion (according to me)	**Par contre**	On the other hand
Je pense que	I think that		

j'adore ça ☺☺☺
j'aime ça ☺
ça va 😐
je n'aime pas ça ☹
je déteste ça ☹☹☹

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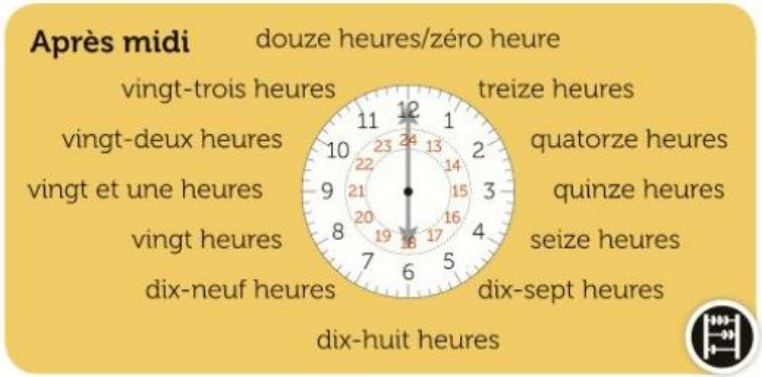
Year 7 French Spring Half Term 4 Mon collège

J'aime mon prof (I like my … teacher) **J'aime ma prof** (I like my … teacher)	**d'anglais** (English) **de dessin** (Art) **de français** (French) **d'espagnol** (Spanish) **de théâtre** (Drama) **de cuisine** (Food) **d'EPS** (PE)	**de géographie** (Geography) **d'histoire** (History) **d'informatique** (Computing) **de musique** (Music) **de religion** (RE) **de technologie** (DT, product design) **de sciences** (Science) **de maths** (Maths)		
car (because) **parce que** (because) **mais** (but)	**il est** (he is) **elle est** (she is)	**assez** (quite) **très** (very)	**sympa** **intéressant(e)** **sévère** **gentil(le)**	**intelligent(e)** **patient(e)** **nul(le)** **barbant(e)**

https://quizlet.com/gb/605280859/allez-1-unit-23-flash-cards/?x=1qqt

https://quizlet.com/745385208/quelle-heure-est-il-il-est-quelle-heure-flash-cards/

0	Zero	11	Onze	30	Trente
1	Un	12	Douze	40	Quarente
2	Deux	13	Treize	50	Cinquante
3	Trois	14	Quatroze	60	Soixante
4	Quatre	15	Quinze	70	Soixante-dix
5	Cinq	16	Seize	80	Quatre-vingts
6	Six	17	Dix-sept	90	Quatre-vingt-dix
7	Sept	18	Dix-huit	100	Cent
8	Huit	19	Dix-neuf		
9	Neuf	20	Vingt		
10	Dix				



le lundi	on Monday
le mardi	on Tuesday
le mercredi	on Wednesday
le jeudi	on Thursday
le vendredi	on Friday
le samedi	on Saturday
le dimanche	on Sunday

L'école commence à…

School starts at…

La récré est à…

Break is at…

J'ai un cours de … à …

I have a … lesson at …

le déjeuner est à…

Lunch is at…

L'école finit à…

School finishes at…

D'abord Firstly

Après After(wards)

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Year 7 Spanish KO Term 2 Unit 2 Mi burbuja p32-39 on www.kerboodle.com

En mi familia hay…	In my family there is…
Mi abuela	My grandma
Mi abuelo	My grandad
Mis abuelos	My grandparents
Mis gemelos/as	My twins
Mi hermana	My sister
Mi hermano	My brother
Mi hermanastra	My stepsister
Mi hermanastro	My stepbrother
Mis hermanos	My brothers
Mi madre	My mum
Mi padrastro	My step dad
Mi padre	My father
Mi prima	My cousin (f)
Mi primo	My cousin (m)
Mi tía	My aunt
Mi tío	My uncle

¿Tienes hermanos?	Do you have any siblings?
Tengo…	I have…
un hermano	a brother
una hermana	a sister
tres hermanos	three brothers
cinco hermanas	five sisters
No tengo hermanos	I don't have any siblings
Soy hijo único	I am an only child (m)
Soy hija única	I am an only child (f)

se llama	He/she is called
tiene … años	He/she is … years old

¿Tienes animales?	Do you have any pets?
Me gustaría tener…	I would like to have
Tengo…	I have
No tengo animales…	I don't have any pets
Tenía…	I used to have…

¡Atención!

Be careful! A number of plural nouns in Spanish have two meanings. For example:

hermanos	brothers **or** siblings
tíos	uncles **or** aunt and uncle
abuelos	grandfathers **or** grandparents

https://quizlet.com/gb/856597680/mi-burbuja-23-year-7-unit-2-claro-1-flash-cards/?i=1ks2gk&x=1qqt

https://quizlet.com/gb/856598725/mi-burbuja-22-year-7-unit-2-claro-1-flash-cards/?i=1ks2gk&x=1jqt

Gramática p.44; WB p.21

Adjective endings

Adjectives can be masculine or feminine, singular or plural. If an adjective ends in **–o**, it changes to an **–a** to describe a feminine noun:

un perro negro
una tortuga amarilla

If the adjective ends in **–e** or a consonant, it stays the same.

una serpiente verde
una cobaya marrón

If the adjective is describing a plural noun, it adds an **–s** if it ends in a vowel and **–es** if it ends in a consonant.

dos gatos blancos
cinco ratones grises

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¿De qué color tienes los ojos?	What colour are your eyes?
¿De qué color tienes el pelo?	What colour is your hair?
Tengo el pelo…	I have … hair
castaño	Brown (hair)
pelirrojo	Red/ginger hair
rubio	Blonde
negro	Black
rizado	Curly
ondulado	Wavy
corto	Short
largo	Long
liso	Straight
Tengo los ojos…	I have … eyes
azules	Blue
marrones	Brown (Eyes)
negros	Black
verdes	Green
Soy…	I am…
Calvo/a	Bald

Tiene…	He/she has…
una barba	a beard
un bigote	a moustache
una boca	a mouth
unas gafas	glasses
una nariz	a nose
pecas	freckles

¿Cómo eres?	How do you look?
soy…	I am…
es…	He/she is…
alto/a	tall
bajo/a	short
delgado/a	thin
feo/a	ugly
gordo/a	fat
guapo/a	good looking
joven	young
mediano/a	average height
musculoso/a	muscular
viejo/a	old

p.45; WB p.22

Aa Gramática

Tener

The verb *tener* in the present tense is very important. It is irregular, so you should learn it by heart!

tengo	I have
tienes	you have
tiene	he/she/it has
tenemos	we have
tenéis	you have (pl)
tienen	they have

Use it for physical descriptions:

*Mi hámster **tiene** los ojos rojos*
*¿**Tienes** el pelo corto?*
*Mis abuelos **tienen** el pelo blanco*
*Mi hermano y yo **tenemos** los ojos verdes*

p.45; WB p.23

Aa Gramática

Ser

It is vital that you know the verb *ser* in full. Like *tener* it is irregular.

soy	I am
eres	you are
es	he/she/it is
somos	we are
sois	you are (pl)
son	they are

Use it for physical descriptions:

*Mi primo **es** delgado* *¿Cómo **eres**?*
*Yo **soy** alta* *Mis hermanos **son** bajos*

https://quizlet.com/gb/856599956/mi-burbuja-24-year-7-unit-2-claro-1-flash-cards/?i=1ks2gk&x=1jqt

aburrido/a	boring
activo/a	active
agresivo/a	aggressive
alegre	happy
antipático/a	unfriendly
arrogante	arrogant
divertido/a	fun
entusiasta	enthusiastic

generoso/a	generous
inteligente	intelligent
nervioso/a	nervous
perezoso/a	lazy
rápido/a	fast
simpatico/a	nice
sincero/a	honest
tímido/a	shy
tonto/a	silly

https://quizlet.com/gb/856600935/mi-burbuja-25-year-7-unit-2-claro-1-flash-cards/?i=1ks2gk&x=1jqt

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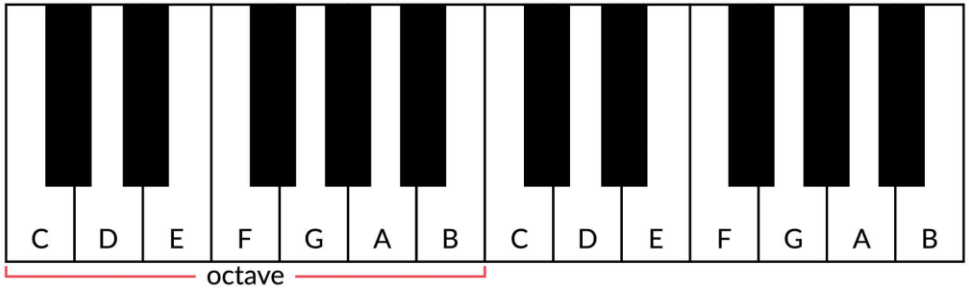
KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

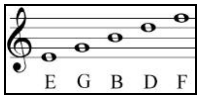


A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano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

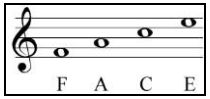
B. Treble Clef & Treble Clef Notation

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

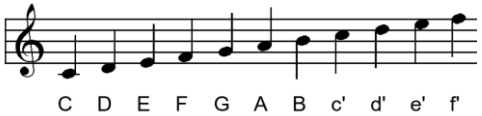
Every **G**reen **B**us **D**rives **F**ast.



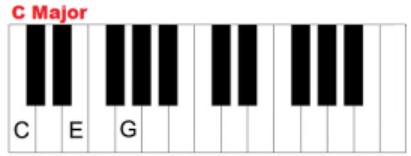
Notes in the **SPACES** spell **"FACE"**

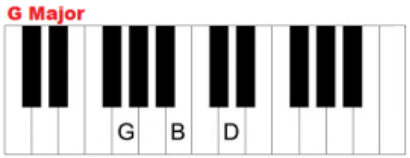


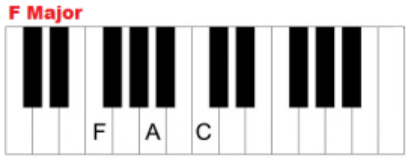
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

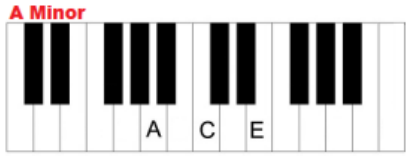


C. Keyboard Chords



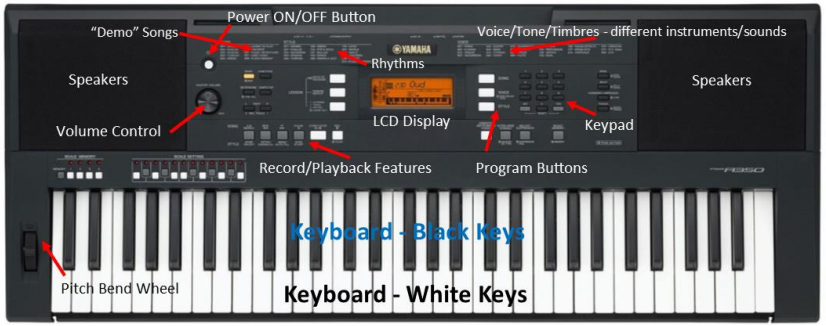




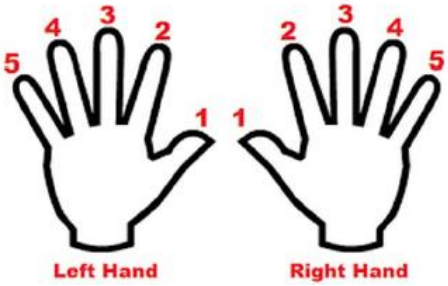


Play one – Miss one – play one – miss one – play one

D. Keyboard Functions

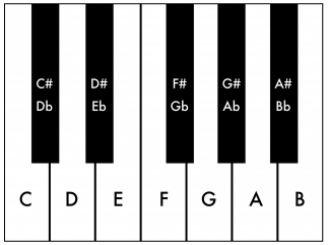


E. Left Hand/Right Hand (1-5)



F. Black Keys and Sharps and Flats

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



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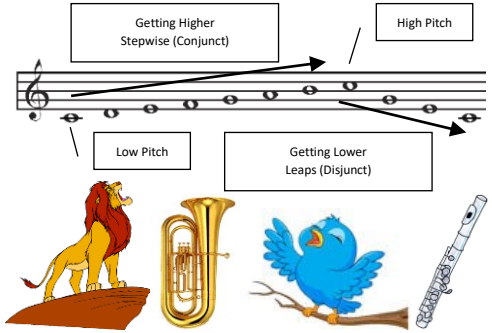
BUILDING BRICKS

Exploring the Elements of Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

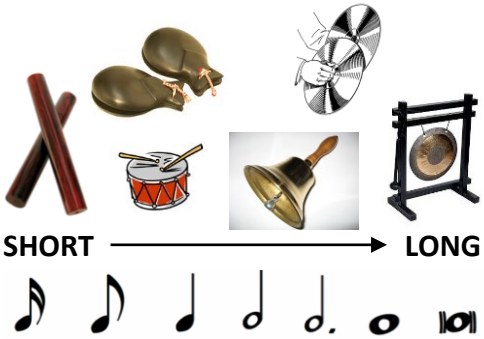
C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.



E. Texture

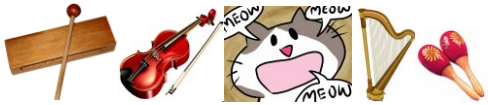
How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

F. Timbre or Sonority

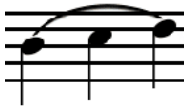
Describes the **unique sound or tone quality** of different instruments voices or sounds.



Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

How individual notes or sounds are **played/techniques**.

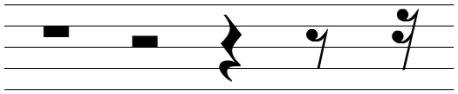


LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.

H. Silence

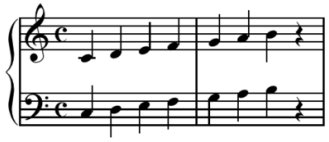
The opposite or absence of sound, **no sound**. In music these are **RESTS**.



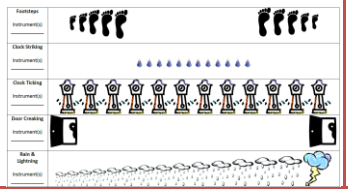
I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.



J. How Music Works

Music can create an **atmosphere** or **ambience** *e.g., supermarkets and restaurants*.

Music can create an **image** *e.g., in response to art, a story, a poem, a character, a situation* – this is called **PROGRAMME MUSIC**.

Music can be **calming** *e.g., end of an evening in clubs and bars*.

Music can be used for **spiritual reasons** *e.g., worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection*.

Music can be used for **commercial** purposes *e.g., advertising, TV themes*.

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Badminton Y7

Knowledge Organiser

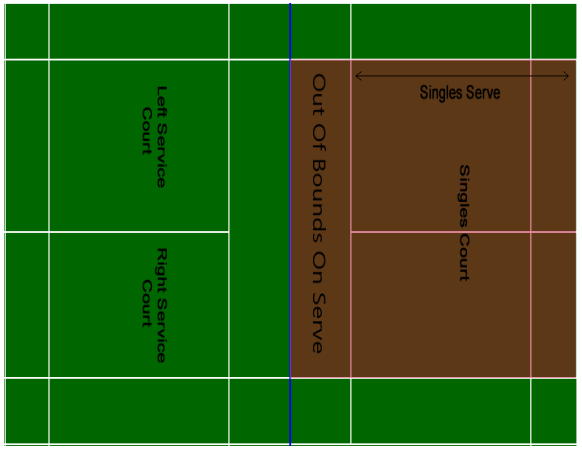
1. Scoring System-

Every time you win a rally, you get a point. Starting from zero, the first person to reach 21 points wins the game. You have to win the game by at least two points. If the score reaches 20–20, then 21 points are no longer enough to win the game. When the server's score is an even number, he serves from the right service court. When his score is an odd number, he serves from the left service court. You have to win the game by at least two points. If the score reaches 20–20, then 21 points are no longer enough.

2. Skills & Techniques

Grip and ready position: To be able to demonstrate & use the correct grip and ready position.
forehand clear: The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit and provide time for the player to return to their base position.
forehand drive: The forehand drive is an attacking shot that is usually played from the sides of the court when the shuttlecock has fallen too low for it to be returned with a smash.
Forehand Drop shot: To be able to outwit opponents using simple drop shot. Teaching points; deception, low over net & use of angles.
Forehand Smash: To understand the importance of movement and preparation for an effective smash. Teaching points; Shuttle in front of head, Snap wrist, Aim towards ground
Basic Serve: The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.

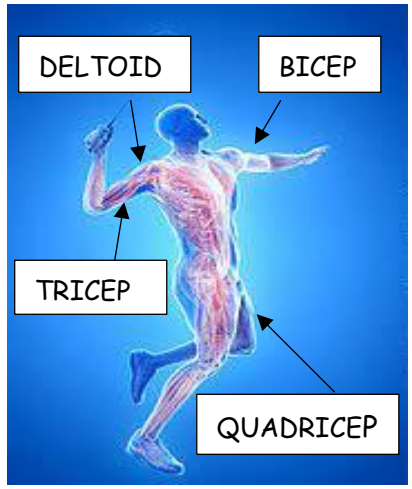
3. Badminton Court - SINGLES



4. Rules:

1. The player/pair winning a rally adds a point to its score.
2. The player/pair winning a game serves first in the next game.
3. A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
4. At the start of the rally, the server and receiver stand in diagonally opposite service courts.
5. The rules do not allow second serves.
6. A player is not able to touch the net with any part of their body or racket.

5. Muscles Used in Badminton



6. Components of Fitness

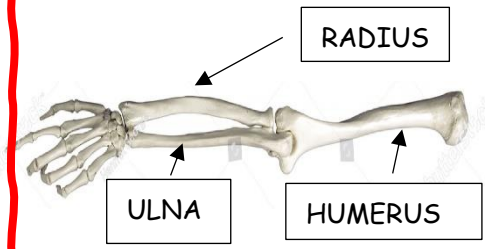
Agility – the ability to move and change direction quickly whilst maintaining control.

Flexibility – the range of movement possible at a joint

7. Key Words

Backhand - For a right-handed player, the stroke used in returning the shuttle from the left side of the body is a backhand stroke
Forehand – For a right-handed player, the stroke used in returning the shuttle from the right side of the body is called a forehand
Baseline - The baseline runs parallel to the net and marks the outer boundary line at the back of each court half.
Shuttlecock (Shuttle) - Object hit by players during the game of badminton

8.Bones Used in Badminton



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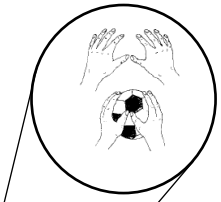
YEAR 7 HANDBALL KNOWLEDGE ORGANISER

1. Passing & Receiving – How do we throw and catch the ball effectively in handball?

A) Shoulder Pass
B) Bounce Pass

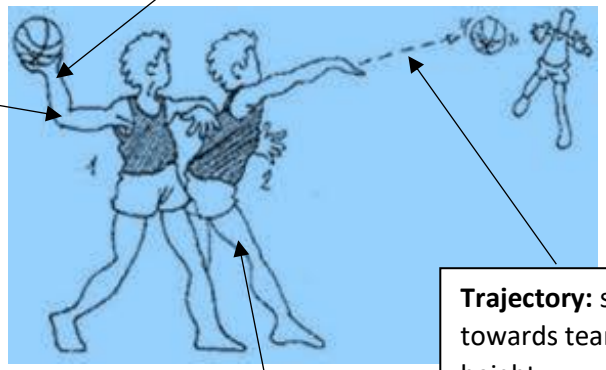
A) Shoulder pass:

Hands: one handed throw to use the shoulder for more power



Receiving: hands in 'W' shape so ball doesn't go in between them

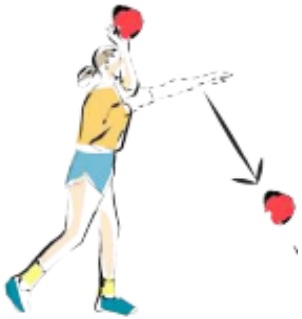
Elbow: up at shoulder height and behind to prevent opponent having access to the ball



Trajectory: straight aiming towards team mate's head height

Legs: step into pass for more power

B)



Bounce pass: used when opponent is close up to you.

- Bring ball from head height down to throw into ground
- Away from opponents feet
- Step into pass
- Pass to bounce underneath and to the side of opponent

2. Moving with the ball – How can we move effectively with the ball?

3 steps allowed whilst holding the ball to:

- Move past an opponent
- Move towards a teammate
- Move out of a congested area
- Move closer to the goal

3. What fitness components are important in handball?

Components of Fitness
Agility - To change direction quickly whilst using the three steps
Speed - to move the legs quickly to move past an opponent
Coordination – ability to move arms to pass whilst using eyes to look for the target
Power – to ensure that shooting is performed explosively to make it harder for the goalkeeper to save

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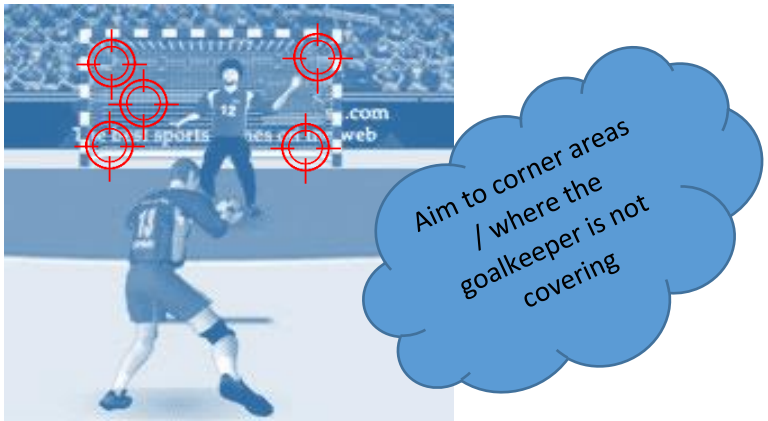
4. Shooting – How can we effectively shoot in handball?

Shots cannot be made inside the goalkeeper's area known as the 'D'

- Receive ball on the move
- Raise the ball above shoulder alike to when performing the shoulder pass
- Use the three steps to move into the shot to produce more power
- Transfer body weight from back to front



5. Tackling – how can we defend effectively in handball?

Meet the opponent with the opposite arm to their shooting arm

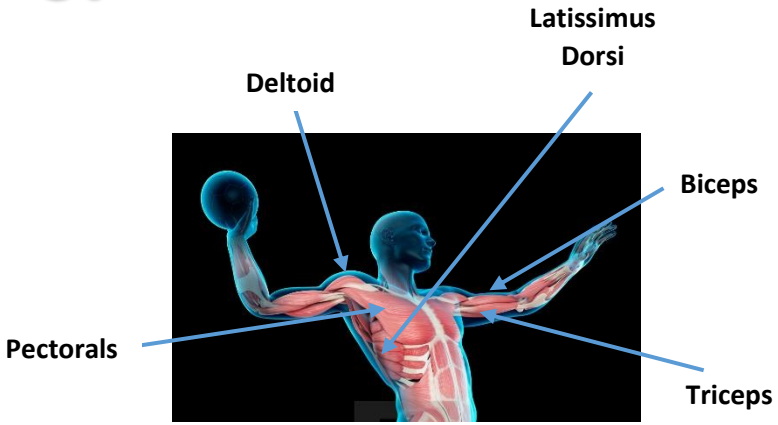
Ensure arm is up there where the ball is

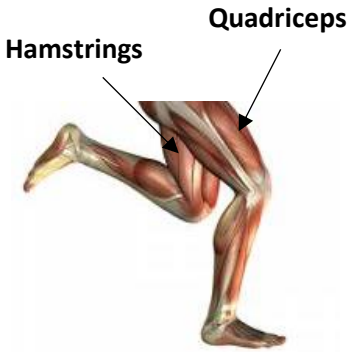
Other arm to be by the opponent's hip to restrict their movement

Attempt to replicate opponent's movements

Opposite foot to opponent's shooting arm to be in front for stability

6. What muscles are used in handball?





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YEAR 7 NETBALL KNOWLEDGE ORGANISER

Core Skills

1. Rules

Game: 4 x 15 min quarters

Players: 7 players in a team

Contact: You cannot touch or push any player during the game. This will result in a penalty pass, or penalty shot if you are in the circle, to the opposition.

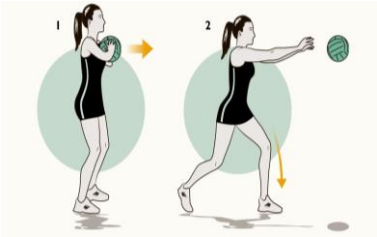
Footwork: If the player moves their landing foot or takes steps with the ball, the opposition get a free pass.

Obstruction: You must be at least 1 metre away from the player holding the ball before you mark or defend the ball. This will result in a penalty pass, or penalty shot if you are in the circle, to the opposition.

Held Ball: You can only hold the ball for 3 seconds before you pass or shoot the ball, and picks it back up again, the opposition get a free pass.

Scoring: Goal shooter or goal attack gets the ball in the net.

2. Chest Pass



1. Thumbs and index fingers form a W shape. The remaining fingers should be spread behind the ball to push it away.
2. Elbows should be kept low and close to the body. Feet should be shoulder width apart.
3. Keep the ball close to your chest.
4. Fingers facing forward, push the ball towards to the chest of the receiver to create a flat, strong pass.
5. As you push the ball forward, step forward with one foot.

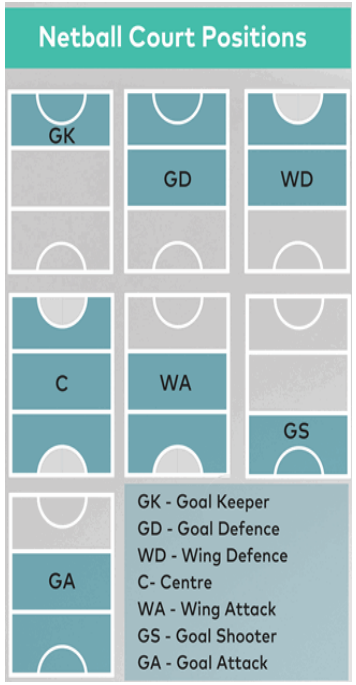
3. Shoulder Pass

1. Control the ball with both hands, placing it above your shoulder, then remove the supporting hand.
2. Fingers should be spread behind the ball.
3. Feet should be should width apart.
4. Bring the ball back, bending your elbow.
5. Bring the arm forward, following the ball through until your arm and fingers are in front of you, in the direction you want the ball to travel.
6. As you bring your arm forward, step forward with the opposite foot to the arm you are holding the ball in.

4. Bounce Pass

1. Keep the ball in both hands
2. Feet should be shoulder width apart.
3. Bounce the ball 2/3 of the way to the receiver
4. Aim for the ball to go no higher than the recipient's waist.

5. Positions



GS – to score goals and to work in and around the circle with the GA.

GA – to feed and work with the GS and to score goals.

WA – To feed the circle players, giving them opportunities to shoot.

C – To take the centre pass, and to link the defence and the attack.

WD – To look for interceptions and prevent the opposition's WA from feeding the circle.

GD – To win the ball to get the ball out of the danger area and reduce the effectiveness of the opposition's GA.

GK – To work with the GD and to prevent the opposition's GA/GS from scoring goals.

6. Key Words

Chest pass: This pass is used when the receiving player is close in distance to the person throwing the ball. It travels from one player's chest straight to the other player's chest.

Shoulder pass: This pass is used when the receiving player is further away in distance to the person throwing the ball.

Bounce pass: This pass is used when the receiving player is being marked by a tall player, or used to get the ball into the circle to a shooter.

Dodging: Dodging in netball terms relates to moving from side to side to confuse the opponent before sprinting off to catch the ball.

Footwork: When in position of the ball, you must not move the foot you landed on when you first received the ball.

Components of Fitness

- Agility – The ability to move quickly or change direction without losing balance
- Ability to maintain our centre of mass over our base of support

7. Key muscles and bones

Muscles

Bones

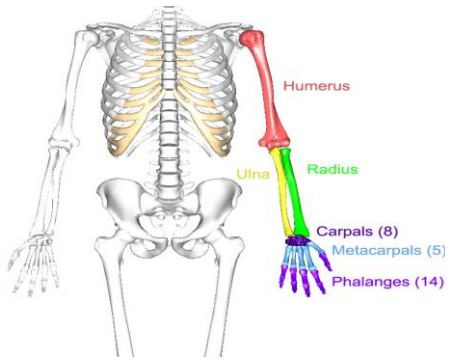


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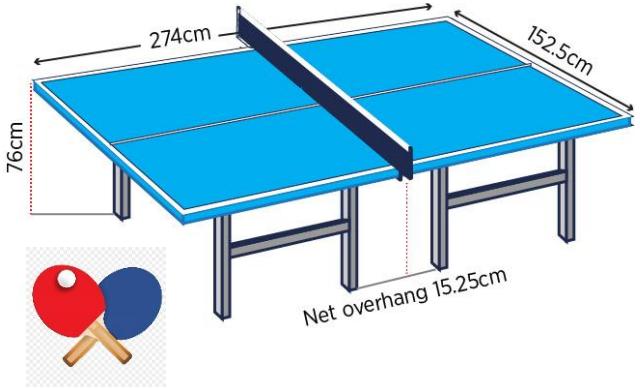
TABLE TENNIS - YEAR 7

1. Aim of the game: hit the ball over the net onto your opponent's side. A point is won by you if your opponent is unable to return the ball to your side of the table (e.g. they miss the ball, they hit the ball but it misses your side of the table or the ball hits the net) or if they hit the ball before it bounces on their side of the table.

2. Table layout:



3. Scoring: The winner of a game is the first to 11 points. There must be a gap of at least two points between opponents at the end of the game though, so if the score is 10-10, the game goes into extra play until one of the players has gained a lead of 2 points. The point goes to the player who successfully ends a rally, regardless of who has served.

4. Rules: A player takes two serves before the ball switches to the opponent to serve, except during periods of extra play where it changes each time. Service can be diagonal or in a straight line in singles. For service, the ball should first bounce in one's court, then in the opponent's court. If the ball touches the net before touching the opponent's court it is a 'let' and service is retaken. A player is not allowed to strike the ball in volley. A player may not touch the table with their non-paddle hand.

5. Keywords:

SERVE - The first shot, done by the server.

RALLY - The period in which the ball is in play.

LET – Service ball hitting the net or a distraction that causes the point played over.

STROKE – Any shot used in the game, including the serve.

VOLLEY – To strike the ball before it touches the table.

6. Skills/ techniques:

GRIP – The grip favoured by most players is known as the 'shake hands' grip, although there are alternatives (e.g. penhold)

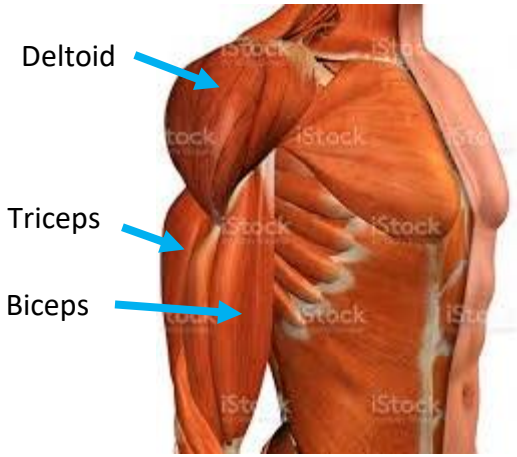
SERVE – A stroke which starts every rally. Service can be regarded as the most important stroke in Table Tennis since it provides the only situation in which the player has total control over how and where to play the ball.

BACKHAND PUSH – To keep the ball safe from the opponent attacking the ball. To increase the opportunity to attack.

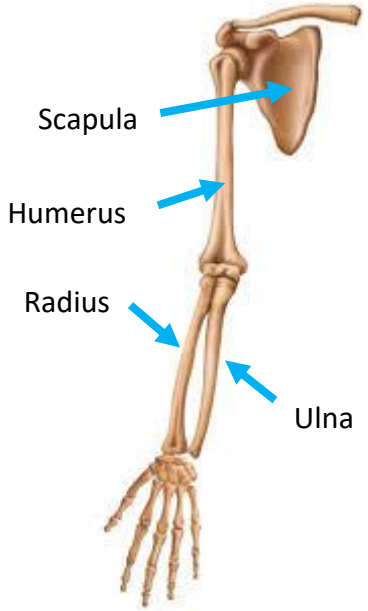
FOREHAND DRIVE – To decrease the amount of time available to the opponent.

SMASH - A put-away shot. Ball is hit with enough speed so the opponent cannot make a return.

7. Muscles:



8. Bones:



9. Components of fitness:

CO-ORDINATION – *The ability to use different (two or more) parts of the body together smoothly and efficiently*

REACTION TIME – *The time taken to initiate a response to a stimulus*

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CHAPTER 2:

PROPHECY AND PROMISE

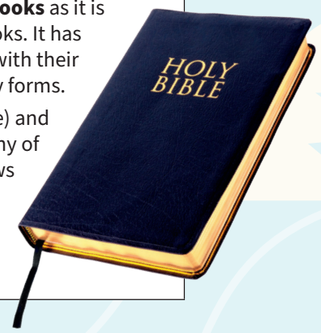
Knowledge organiser

Key vocabulary	
revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
Dei Verbum	The Latin phrase for 'Word of God'; also a document from the Second Vatican Council explaining how Jesus is the Word of God.
scripture	The holy book(s) of a religion; in Christianity it is the Bible.
tradition	Also known as Apostolic Tradition, these are actions and teachings of Jesus faithfully passed on from one generation of bishops to the next.
magisterium	From the Latin term *magister*, meaning teacher or master; it is the authority of the Church to teach.
inspired	'God breathed'; the belief that the Holy Spirit guides an individual to act or write what is good and true.
canon	the agreed list of books that make up the Catholic Bible
Old Testament	The books of the first half of the Bible showing the creation of the world and God's relationship with the Jewish people.
New Testament	The books of the second half of the Bible which tell the story of Jesus' life, ministry and death, and the establishment of the early Church.
Hebrew, Aramaic, Greek	Languages spoken in the area where Jesus grew up; some books of the Bible were written in these languages.
Tanakh	The Jewish Bible.
Liturgy of the Word	The part of Mass where the word of God is proclaimed (announced).

OPTIONS	
Artistic expression	Art is often used in religion to express scripture in a beautiful and engaging way, for example **The Book of Kells**, which is an ancient and beautiful handwritten book that contains the illuminated Gospels.
Lived religion	**Biblical idioms** have developed over time to become part of everyday language in the UK. Their presence reflects how influential the Bible has been in the UK. They are used to enhance everyday language and to express deeper meanings in a more interesting way.

The Bible

- **Bible references** are made up of book, chapter and verse. They help Catholics to find specific passages.
- The Bible is **read in translation**, which means that it is not usually read today in the original languages it was written in (Hebrew, Aramaic and Greek), as most people do not speak these languages now.
- Catholics believe the Bible's writers were **inspired by the Holy Spirit**, so the true author of the Bible is God.
- The Bible is like a **library of books** as it is made up of many smaller books. It has around 40 different authors, with their own backgrounds and literary forms.
- **The Tanakh** (the Jewish Bible) and the **Old Testament** share many of the same books, however Jews and Christians arrange and interpret them differently.



How is God's message revealed to Catholics?

Scripture

- The Bible is also known as **sacred scripture**. Christians believe it is how God reveals information that will aid humanity's salvation.
- Together, the Old Testament and New Testament explain the **history of salvation**.
- The **Old Testament** reveals prophecies about Jesus and key information about God's plan for salvation. In the **New Testament**, the prophecies and promises in the Old Testament are fulfilled through Jesus.
- The Catechism teaches that the Old Testament has 'intrinsic value', meaning that it is essential and valuable in its own right.
- Catholics believe scripture is without error, which means that through it God speaks to humans and gives them key messages about salvation.

Tradition

- *Dei Verbum 9* teaches that sacred tradition is just as important to Catholics as sacred scripture. Both are seen as the **word of God**.
- Tradition comes from the words and actions of the **apostles**, who were given the **Holy Spirit** at Pentecost. This gave them authority.
- Tradition has developed teachings on the sanctity of life, the sacraments, the Creeds and the Mass.
- Tradition is alive, therefore as the Church grows and changes, so does tradition.

The magisterium

- The magisterium is the **teaching authority** of the Catholic Church, which has been given to the Pope and the bishops so they can faithfully and authoritatively teach Catholics how to follow the word of God.
- The authority was given to **St Peter and the apostles** who founded the early Church and started sacred tradition.
- This authority is passed down to **every Pope and the bishops**, who use it to teach the word of God.

How is scripture used by Catholics today?

- The Catholic Church uses scripture as the foundation of Mass. In the **Liturgy of the Word**, Catholics hear Bible readings that help them to feel closer to God and to understand what God expects of them.
- Catholics use scripture in prayer, for example in the **Rosary**, which is connected to key events in the Gospels. Catholics meditate on events in the Gospels when they pray the Mysteries of the Rosary.

CHAPTER 3:

GALILEE TO JERUSALEM

Knowledge organiser

Key vocabulary	
Incarnation	Christians believe that God became man in the person of Jesus, truly human and truly divine.
Trinity	God as three in one – Father, Son and Holy Spirit.
Son of Man	A title for Jesus which suggests that he is both divine and human; it connects to the idea of him as a Messiah.
Son of God	A title of Jesus as the second person of the Trinity, reflecting his equal status to God the Father.
Christ	A title for Jesus, which means he was chosen by God.
Lord	A person who has power and authority; a title for God in the Old Testament, also used for Jesus in the New Testament.
Heresy	An opinion or belief that goes against Church teaching, or the denial of a revealed truth.
Arianism	The belief put forward by Arius in the fourth century that Jesus was not divine.
lex orandi, lex credendi	Latin phrase meaning 'the law of prayer is the law of belief'.
service	Supporting the needs of others and putting them before our own; this might include physical and spiritual needs, for example.

OPTIONS	
Ethical	Businesses can act selflessly by showing a commitment to **corporate social responsibility**: operating in a way that benefits wider society.
Lived religion	**Father Mychal Judge** was a Franciscan friar who worked for the New York City Fire Department, known for his prayerful life and service to others.
Artistic expression	**Andrei Rublev's *Trinity*** reflects the doctrine of the Trinity, depicted as three angels.

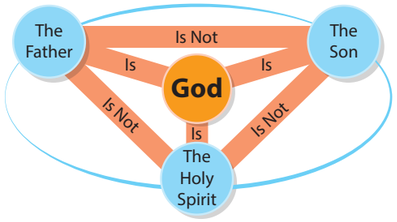
Important Catholic doctrines

The Incarnation

- The Incarnation is a Catholic doctrine which states that Jesus was both **truly human** and **truly divine**.
- 'Incarnate' means 'made flesh'.
- God became a human being in the person of **Jesus**, to offer humanity the chance of **salvation**.

The Trinity

- The doctrine of the Trinity teaches that there is **one God** who is **three persons**: the Father, the Son (Jesus) and the Holy Spirit.
- The Trinity is reflected in Catholic **prayer**, for example in the Sign of the Cross.
- The Trinity is reflected in the **Mass**, as Catholics believe the offering that Jesus made to the Father on the cross is made really present by the action of the Holy Spirit.
- **Arius** said that Jesus was created by God the Father and therefore God the Father was more powerful. The Church decided this viewpoint was **heresy** because it goes against the doctrine of the Trinity.



The Nicene Creed

- The **Nicene Creed** is a statement of faith about the core beliefs held by Catholics, such as belief in the Incarnation (e.g. 'For us men and for our salvation he came down from heaven').
- It is said in the Mass during the Liturgy of the Word.
- It is structured around the **three persons of the Trinity**.

Jesus' title	What does the Bible tell us about this title?
Son of God	• In the Old Testament, there are **prophecies** that the Messiah will be God's 'son' (e.g. Psalms 2:7). • In the New Testament, God the Father calls Jesus his '**beloved Son**' during Jesus' baptism. • This title shows that Jesus is the **Son of the Father** and truly God.
Son of Man	• This title is a reminder that Jesus is a **human being** who wants to **serve others** (e.g. in Psalms 8:4 in the Old Testament, and in the story of the Request of James and John in the New Testament). • The title is also used to emphasise Jesus' **divine power and authority** (e.g. when describing the Last Day of Judgement in Mark's Gospel).
Christ and Son of David	• 'Christ' is a title from the Hebrew '**Messiah**', which means anointed one. • There are prophecies in the Old Testament about the Messiah, including that the Messiah will be an ancestor of **King David** (e.g. 1 Kings 9:5). • In the New Testament, Jesus is called the **Son of David** by people who recognise him as the Messiah (e.g. in the story of Palm Sunday).
Lord	• The early Christians used the title 'Lord' to express their belief that Jesus is God, as in the Old Testament this title is **used for God** (e.g. Exodus 3:14–15). • In the New Testament, the disciples use the title as a **term of respect and to recognise that Jesus is God** (e.g. John 21:1–13).

How is Jesus an example?

Christians believe that Jesus showed **agape** (a pure and selfless love) when he sacrificed himself on the cross to save humanity.

Catholic Social Teaching encourages Catholics to follow Jesus' example and serve others, e.g. through charitable acts or choosing a career that helps others.

Gaudium et Spes is an important Catholic document which describes Jesus' human qualities and calls him the 'perfect human being'.

CHAPTER 4:

DESERT TO GARDEN

Knowledge organiser

Key vocabulary	
Paschal Mystery	The belief that Jesus' death and resurrection bring salvation to every human being.
sacrament	Visible signs of God's grace that make real what they symbolise; also the name given to the ceremonies that contain these signs.
Passover	A Jewish festival that celebrates God saving the Jewish people from slavery in Egypt.
Eucharist	The sacrament in which Catholics receive the body and blood of Christ; also called Holy Communion, the Lord's Supper, the Breaking of the Bread and Mass.
Sacrifice of the Mass	The belief that Jesus' sacrifice is really made present to Catholics during the Eucharist.
transubstantiation	The process by which the bread and wine actually become the body and blood of Jesus at the moment of consecration.
Holy Communion	Another name for the Sacrament of Eucharist.
Lord's Supper	Another name for the Sacrament of Eucharist.
Blessed Sacrament	A term that refers to the body and blood of Jesus in the Eucharist.

OPTIONS	
Ethical	The **world food crisis** presents Catholics with an **ethical and religious duty** to help those most affected. The Eucharist commits Catholics to serve the poor, and Bishop Theotonius Gomes reminds Catholics that providing basic needs is a way to treat others with respect and dignity.
Artistic expression	The Sacrament of the Eucharist and the Last Supper are two common themes in Catholic art. Different artists focus on different aspects of the sacrament. For example, ***Life of Jesus Mafa: The Last Supper*** shows Jesus and the apostles as African men in an everyday environment. ***Last Supper*** by Pascal Dagnan-Bouveret is a more traditional painting of the Last Supper.
Lived Religion	One way in which Catholics show their devotion to the Real Presence of Jesus is by holding **Eucharistic processions**. In these, the **Blessed Sacrament** is carried in a procession around a holy site. These processions vary between countries as they are influenced by local customs and traditions.

The Paschal Mystery

For the Catholic Church, the term 'Paschal Mystery' means three things:

- The **actual events** of Jesus' arrest, trial, death on the cross and resurrection from the dead.
- The **significance of those events**: Catholics believe that Jesus' death on the cross frees human beings from sin, and that his resurrection opens the way to a new life with God.
- The idea that Jesus' death and resurrection are **made present in the life of the Church today**. They can be experienced by Catholics most directly in the celebration of the Mass and in the seven sacraments.

The seven sacraments

- **Sacraments** are **visible signs of God's grace**. These religious ceremonies make God's invisible, saving power visible and present to those who receive it.
- Catholics must receive the three **Sacraments of Initiation** to become a full member of the Church: Baptism, Confirmation and Eucharist.
- The **Sacraments of Healing** are Reconciliation and the Anointing of the Sick.
- The **Sacraments at the Service of Communion** are Holy Orders and Matrimony.
- Catholics believe the sacraments **nourish and strengthen their faith**.

The Sacrament of the Eucharist…

- Catholics believe the Eucharist is the most important sacrament. It is '**the source and summit of Christian life**' (CCC 1324).
- The word Eucharist means 'thanksgiving'. The sacrament is known by **many names** including the Lord's Supper, Holy Communion, the Breaking of the Bread, and Mass. Each name gives a different insight into the significance of the sacrament.
- **The Liturgy of the Eucharist** is the high point of the Mass. It is when the bread and wine become the body and blood of Jesus, and these are offered to the congregation.

…and its significance

- The Eucharist is **significant** as it can bring a person closer to God, strengthen faith, and provide forgiveness and protection from sin. It unites Catholics together as the Church, and commits Catholics to serve the poor.
- The **Last Supper** was a meal that Jesus shared with his disciples to celebrate the Jewish Passover. During this meal, Jesus **instituted the Sacrament of the Eucharist**.
- Catholics believe that when they celebrate the Eucharist today, the events of the Last Supper and the sacrifice Jesus made become **really present** for them in the Mass.
- Jesus' sacrifice is **foreshadowed** in the first Passover meal described in the Old Testament.
- **Jesus is present** in the Mass in four ways: in the assembly of the faithful, in the reading of the scripture, in the person of the priest, and in the Blessed Sacrament.
- Most Christians around the world agree that Jesus is present in the Eucharist, but they may have **different views** on how this happens. For example, most Anglicans believe that Jesus is really *spiritually* present.
- Some Christians (such as Baptists) do not believe in the Real Presence of Jesus, and instead believe that the Eucharist is about commemorating the Last Supper.

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B1 Chapter 2: Structure and function of body systems

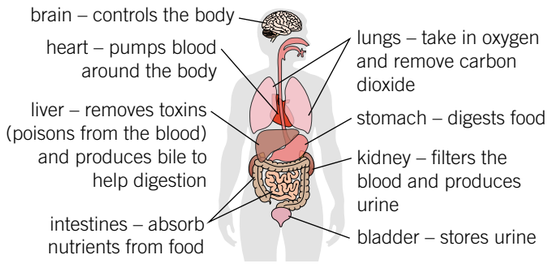
Knowledge organiser

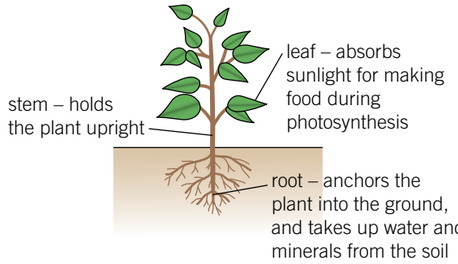
Multicellular organisms are made up of many cells and have five levels of organisation:

cell	tissue	organ	organ system	multicellular organism
the smallest building block of an organism	a group of specialised cells working together	a group of tissues working together	a group of organs working together	a group of systems working together

increasing complexity

Plant and animal organs

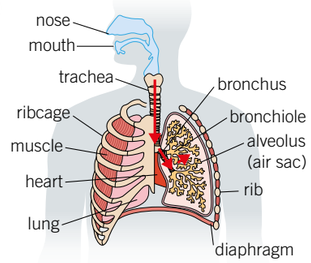


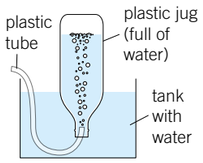


Respiratory system

The respiratory system is involved in:

- breathing in oxygen (for **respiration**)
- breathing out waste carbon dioxide.





Measuring lung volume

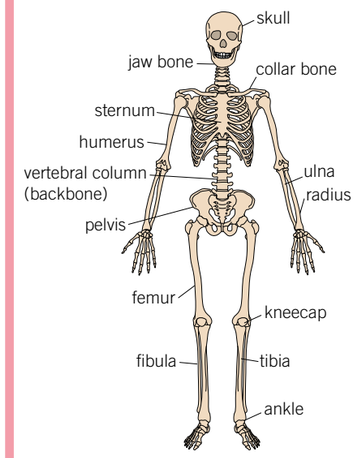
When you breathe out fully into the plastic tube, air from your lungs pushes water out of the bottle.

volume of air in the plastic bottle

=

lung volume

Skeleton



All the bones in your body make up your skeleton.

The four main functions of the **skeleton** are to:

- support the body
- protect vital organs
- help the body move
- make blood cells (in the **bone marrow**).

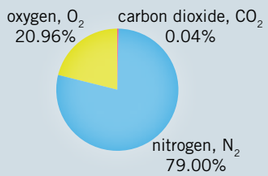
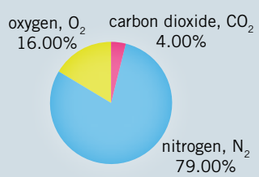
Joints occur between two or more bones. They allow the skeleton to bend.

Three types of joint are:

1. **Hinge joints**
   forwards/backwards movements only, e.g., knees
2. **Ball-and-socket joints**
   movement in all directions, e.g., shoulders
3. **Fixed joints**
   no movement allowed, e.g., the skull

In a joint:
- your bone is protected with **cartilage**
- the two bones are held together by **ligaments**.

What happens when we breathe?

When you breathe in (inhale)	• muscles between ribs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs	composition of inhaled air: 
When you breathe out (exhale)	• muscles between ribs relax • ribs are pulled in and down • diaphragm relaxes and moves up • volume in the chest decreases • pressure inside the chest increases • air is forced out of the lungs	composition of exhaled air: 

Muscles

Muscles are a type of tissue – lots of muscle cells work together to cause movement.

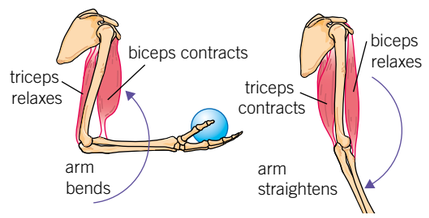
Types of muscle include:

- **cardiac (heart) muscle**
- **smooth muscle**
- **skeletal muscle**

Muscles are attached to bones by **tendons**.

Muscles produce movement by **contracting** (getting shorter).

If a muscle contracts it pulls the bone, causing it to move.



Antagonistic muscles

Pairs of muscles that work together are called **antagonistic** muscles.
When one contracts the other relaxes.

For example, biceps and triceps work together to bend and straighten the forearm.

Key words

Make sure you can write a definition for these key terms.

alveolus antagonistic bone bone marrow cell contract cartilage diaphragm exhale inhale joint ligament lung multicellular organ organ system respiration respiratory system ribcage skeleton tendon tissue trachea volume

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B1 Chapter 3: Reproduction

Knowledge organiser

Human reproduction

Adolescence

The time during which you change from being a child to being an adult is called **adolescence**. The physical changes that happen between the ages of 9–14 are called **puberty**.

These changes include:

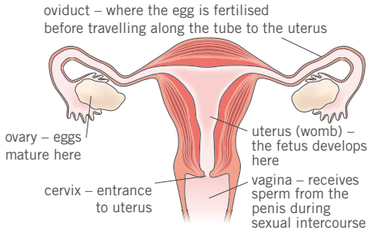
Females
breasts develop, ovaries start to release egg cells, periods start, hips widen,

pubic and underarm hair grows, body odour develops, emotional changes, growth spurt

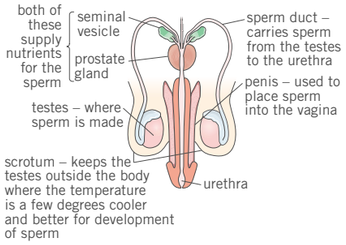
Males
voice breaks, sexual organs develop, testes start to produce sperm, shoulders widen, hair grows on face and chest

Reproductive systems

female



male



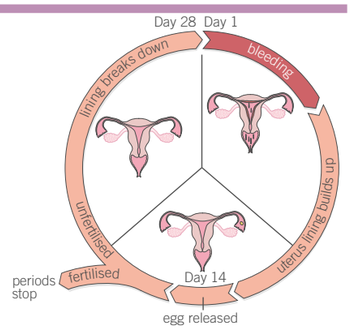
The menstrual cycle

Day 1 – blood from uterus lining leaves the body through the vagina.

Day 5 – bleeding stops. Uterus lining begins to re-grow.

Day 14 – an egg cell is released from one of the ovaries (**ovulation**).

The egg cell travels through the oviduct towards the uterus.



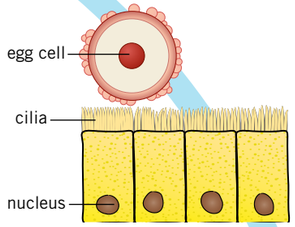
Methods of contraception

Condoms – A thin layer of latex rubber that prevents semen being released into the vagina.

Contraceptive pill – a daily tablet that contains hormones. It prevents pregnancy by stopping ovulation.

Fertilisation

An egg is released every month.



The egg cell is moved along the oviduct towards the uterus by **cilia**.

Sperm cells are produced in the **testicles**/**testes**.

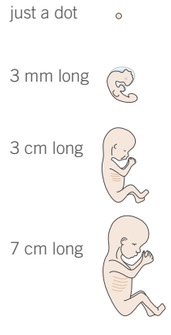
Sperm are mixed with nutrients and fluid from the glands to form **semen**.

During sexual intercourse a male will release semen into the vagina (**ejaculation**).

If a sperm meets the egg **fertilisation** may happen.

The fertilised egg may then **implant** in the uterus lining and form an **embryo** (ball of cells)

the main steps in a baby's development (**gestation**) during pregnancy



just a dot	1 week – cells beginning to specialise
3 mm long	4 weeks – spine and brain forming, heart beating
3 cm long	9 weeks – tiny movements, lips and cheeks sense touch, eyes and ears forming
7 cm long	12 weeks – fetus uses its muscles to kick, suck, swallow, and practise breathing

There are three important structures in the uterus during gestation:

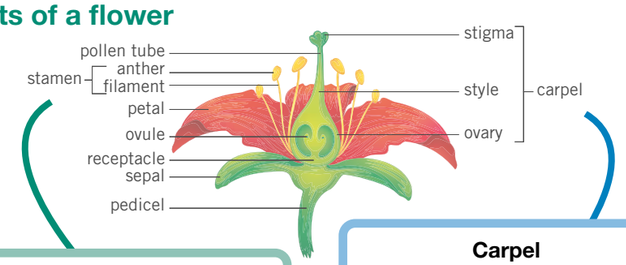
placenta – where substances pass from female to **foetus**

umbilical cord – connects the fetus to the placenta

fluid sac – shock absorber that protects the baby.

Plant reproduction

Parts of a flower



Stamen

male part of the flower
- the **anther** produces pollen
- the **filament** holds up the anther

Carpel

female part of the flower
- the **stigma** is sticky to catch grains of pollen
- the **style** holds up the stigma
- the ovary contains **ovules**

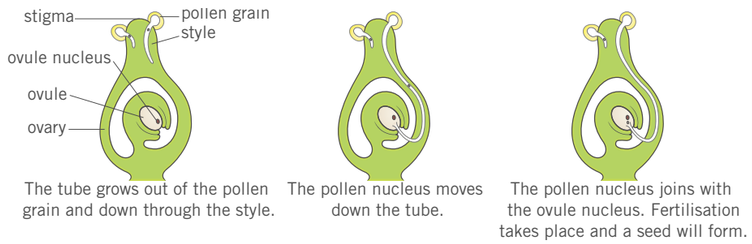
Pollination

Pollination is the fertilisation of the ovule, which occurs when pollen is transferred from an anther to the stigma. Pollination can occur due to insects or the wind.

cross-pollination
between two **different** plants

self-pollination
between the male and female parts of the **same** plant

Fertilisation



The ovules become seeds and are dispersed away from each other and from the parent plant. This is so they have space to grow and do not compete for resources such as nutrients. Dispersal can be by wind, animal, water or by explosion.

Germination

When a seed starts to grow it is called **germination**.

To germinate, seeds need:
- water – for the seed to swell and the embryo to start growing
- oxygen – for respiration and transferring energy for germination
- warmth – to help speed up the reactions in the plant.

Key Words

Make sure you can write a definition for these key terms.

adolescence anther carpel cervix cilia condom contraception contraceptive pill ejaculation embryo fertilisation foetus filament fluid sac fruit gametes germination gestation implantation menstrual cycle ovary penis period petal oviduct ovulation ovule placenta pollen pollination puberty scrotum seed seed dispersal semen sepal sex hormones sexual intercourse sperm duct stamen stigma style testes umbilical cord urethra uterus vagina

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C1 Chapter 2: Elements, atoms, and compounds

Knowledge organiser

Atoms

An **atom** is the smallest part of an element that can exist.

There are 100 types of atom – one for each of the 100 elements that exist naturally.

Each type of atom has different properties (e.g., size or mass).

Elements

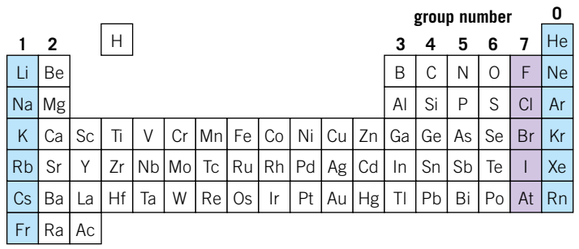
An **element**:

- cannot be broken down into other substances
- is made of one type of atom only.

Examples of elements include gold, potassium, carbon, and hydrogen.

The names and symbols of all the elements can be found on the **periodic table** of elements.

Elements in the periodic table are grouped together by their properties, which are different for each element.



The **chemical symbol** for an element is universal – it is the same in every language, even if the name of the element is different.

Some examples of chemical symbols for common elements are:

hydrogen	H	sulfur	S
carbon	C	sodium	Na
oxygen	O	chlorine	Cl
nitrogen	N	magnesium	Mg

Molecules

A **molecule** is more than one atom chemically joined together.

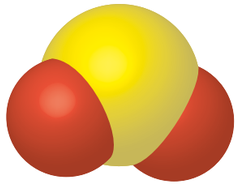
Molecules can be made up from:

several of the same type of atom (elements)

e.g., oxygen gas O_2

two or more types of atoms (compounds)

e.g., sulfur dioxide SO_2



Different elements have different masses. So, in a molecule, the different atoms that make it up have different masses.

For example, a molecule of water has two hydrogen atoms and one oxygen atom.

Chemical formulae

A **chemical formula** tells you the relative number of atoms of each element that is in the compound.

H_2O

two hydrogen atoms for every oxygen atom.

$MgCl_2$

two chlorine atoms for every one magnesium atom.

$NaOH$

one sodium atom for every one oxygen atom, and every one hydrogen atom

When you are writing chemical formulae, write the numbers:

- to the right of their chemical symbol, just below the line.
- smaller than the chemical symbols.

Compounds

Compounds:

- are made of two or more *different* atoms strongly joined together.
- can be broken down into other substances.

Naming compounds

In a compound made of a metal and a non-metal, the name of the metal comes first.

for example, iron bromide, magnesium fluoride

If the non-metal atom is oxygen, it is called oxide. If the non-metal atom is chlorine, it is called chloride.

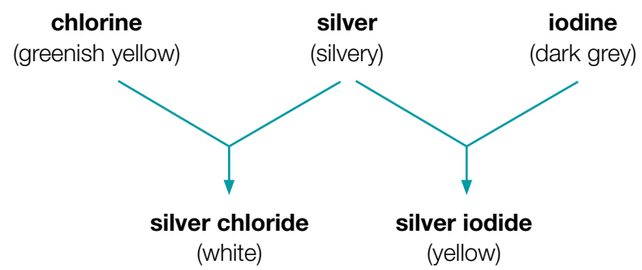
for example, copper oxide, sodium chloride

In a compound made of a non-metal and oxygen, oxygen comes second and is called monoxide if there is one oxygen atom or dioxide for two oxygen atoms.

for example, carbon monoxide, sulfur dioxide

When atoms join together to make a compound, the compound has properties that are different to the properties of the atoms that make them up.

For example, the colours of the silver compounds are very different from the colours of the elements that make them up:



Key words

Make sure you can write a definition for these key terms.

atom *chemical formula* *chemical symbol* *compound* *element* *molecule* *periodic table*

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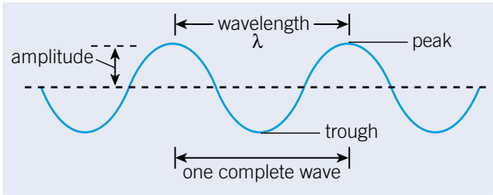
P1 Chapter 2: Sound

Knowledge organiser

Properties of waves

A wave is an **oscillation** or **vibration** that transfers energy. Matter is not transferred. Waves can be longitudinal or transverse.



Amplitude – distance from the middle to the top or bottom of the wave

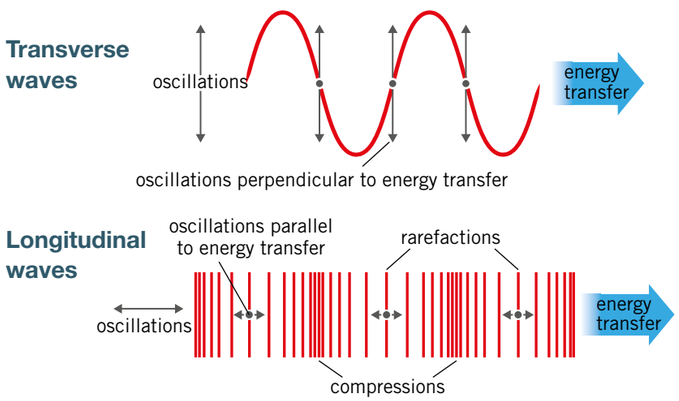
Wavelength – distance between a point on the wave to the same point on the next wave

Trough – bottom of the wave **Peak** – top of the wave

Frequency – how many waves go past a particular point in a second, measured in **hertz** (Hz) or kHz

If waves meet they **superpose**. This means they add up or cancel out, depending on if they are in time with each other or not.

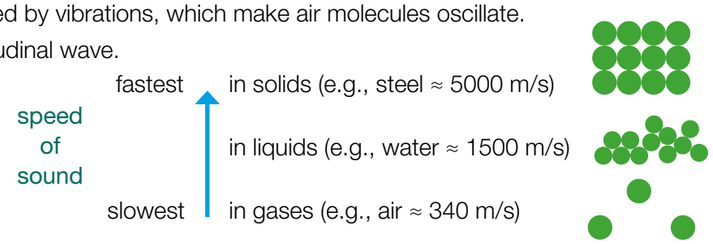
Transverse and longitudinal waves



Sound waves

Sound is produced by vibrations, which make air molecules oscillate.

Sound is a longitudinal wave.

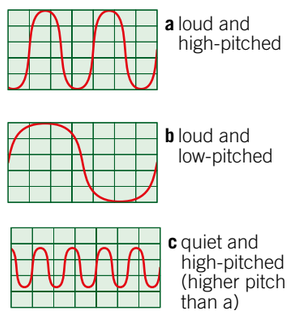


Waves can be **reflected** from a surface. The wave hitting the surface is the **incident wave**, and the wave bouncing off is the **reflected wave**.

A reflected sound wave is heard as an echo. The time delay of an echo can be used to work out the distance to an object.

Ultrasound (waves >20 kHz) is used to make images of unborn babies, in medical scans, and for underwater (sonar) searches.

Measuring sound



Oscilloscopes are instruments that give a visual representation of a sound wave. The taller the waves, the more energy that is in the wave and higher the volume. The more waves there are in the screen, the higher the frequency and the pitch is higher.

Humans can hear frequencies 20 Hz to 20 kHz. Above this is ultrasound. Below this is **infrasound**.

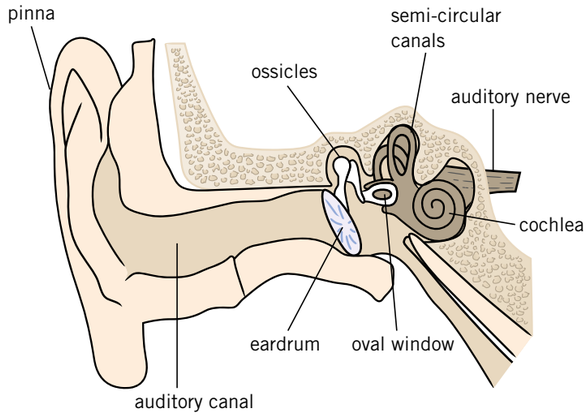
Sound volume is measured in **decibels** (dB). The decibel scale is not linear – a 10dB increase is 10 times the volume.

Recording and playing sounds

In a microphone sound waves hit a **diaphragm** making it vibrate. This produces an electrical signal by moving a coil of wire over a magnet. Speakers are the opposite to microphones – an electrical signal is turned into sound by moving a cone backwards and forwards.

Hearing

Your ear is made of many specially adapted structures that detect and transmit sound waves, allowing you to hear noises.



Part of ear	Structure	Function
outer ear	**pinna**	directs sound into auditory canal
	auditory canal	sound travels through it to reach the eardrum
	eardrum	vibrates and passes vibrations to the ossicles
middle ear	**ossicles**	tiny bones that **amplify** sound
inner ear	**cochlea**	contains fluid and hair that produce an electrical signal
	semi-circular canals	helps you keep your balance

Hearing damage be caused by a number of factors, for example:

- a hole in the ear drum (grows back naturally)
- canal blocked with wax (curable)
- loud sounds or injury, causing damage to the hairs in the cochlea (permanent).

Key words

Make sure you can write a definition for these key terms.

amplify amplitude auditory canal auditory nerve cochlea compression decibel diaphragm eardrum frequency hertz incident wave infrasound longitudinal oscillation oscilloscope ossicle oval window peak pinna pitch rarefaction reflected semi-circular canal superpose transverse trough ultrasound vibration wavelength

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