



# Bishop Ullathorne Catholic School Knowledge Organiser

**Year 7**  
**Summer Term**  
**2023-2024**


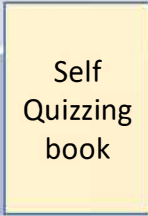


*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

Name

Tutor Group

# Your Knowledge Organiser and Self Quizzing Book

Knowledge Organisers	Self Quizzing Book	The 'Look Cover Write Check' method
		
<p>Knowledge Organisers contain critical, fundamental knowledge that you <b>MUST</b> know in order to be successful in Year 7 and subsequent years.</p> <p>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.</p> <p>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.</p>	<p>This is the book that you should write in to complete your Knowledge Organiser Home Learning. <b>You do not need to bring this to school.</b></p> <p>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.</p> <p>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.</p>	<p><b>Step 1</b> Check Class Charts for what section your teacher has set you to learn for your Home Learning.</p> <p><b>Step 2</b> Write the title of the section in your Self Quizzing Book .</p> <p><b>Step 3</b> Write out the section that you have been asked to learn.</p> <p><b>Step 4</b> Cover up the section in your Self Quizzing book. Read it, Cover it, Say it in your head, check it...REPEAT until confident.</p> <p><b>Step 5</b> Cover up the section and write from memory in your Self Quizzing book.</p> <p><b>Step 6</b> Check your answers and correct where required. Repeat steps 4 to 6 until you are confident.</p>

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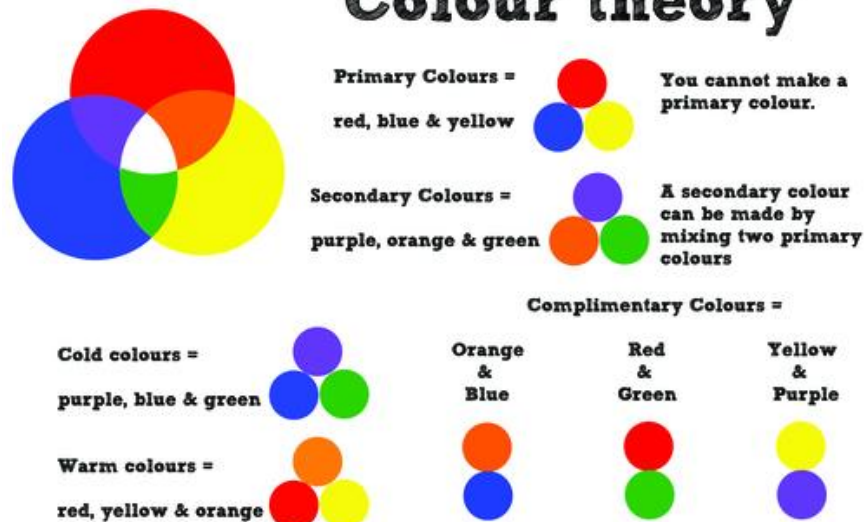
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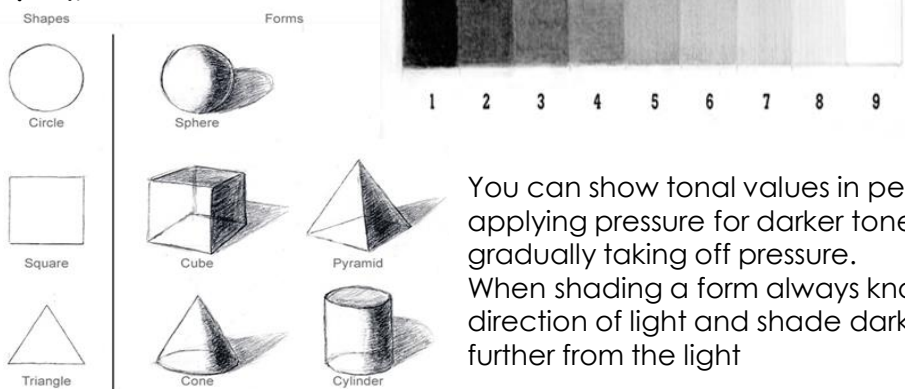
## a. Art keywords

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 <b>three dimensional shape</b> , such as a cube, sphere or cone.
Tone	This refers to the lightness or darkness of something.
Texture	This is to do with the <b>surface quality</b> 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



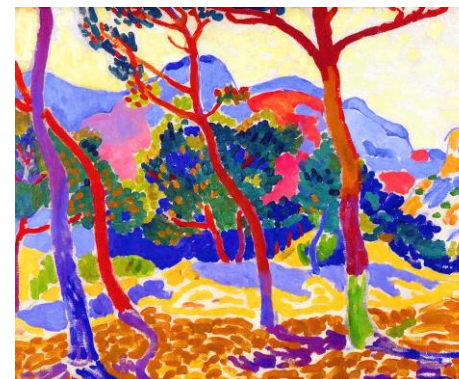
## c. Using tone to create form



## 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.

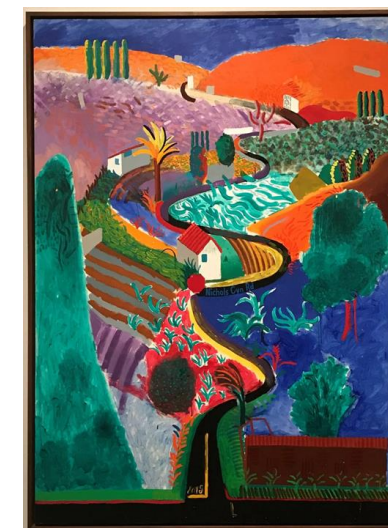


David Hockney- born 1934  
A British artist who produced a series of works that was influenced by the Fauvist style.

**'Mullholland drive: the road to the studio' 1980**

## Artists:

Henri Matisse  
Andre Derain  
Raoul Dufy  
Marc Chagall  
Maggie Laubser  
Alice Bailly







# Year 7 Computer Science – Using Computers

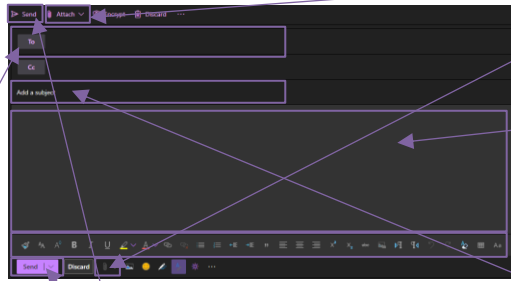


Test Yourself

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

## Email



Send email to recipient

Email will be written here

You must send your message with a sensible subject

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

## 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
ResearchTaskOn Frogspawn.doc	Yes. We know exactly what our document is about

## 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	<i>"Bullying others through the use of technology, for example a mobile phone or the Internet."</i> Includes: threats, rumours, identity theft	<ul style="list-style-type: none"><li>• Don't reply, however tempting</li><li>• Block the sender</li><li>• Keep any evidence</li><li>• Tell somebody</li><li>• Only add people to your social network who you know offline</li></ul>
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	<ul style="list-style-type: none"><li>• Don't post personal details about yourself</li><li>• Make sure your privacy settings are set to high or Friends Only</li></ul>
Inappropriate content	<ul style="list-style-type: none"><li>• Malicious or personal attacks on others (cyberbullying)</li><li>• Impersonating another person or company without permission</li><li>• Sexually explicit material (nudity, pornography)</li></ul>	

## 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.

# 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.

## 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.

## 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



## 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 your 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.

## 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

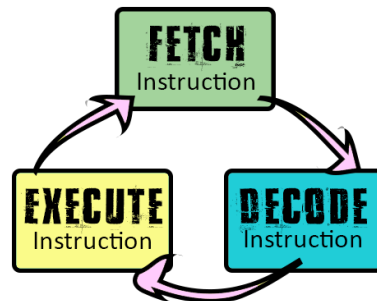
Helps keep the computer components cool.

## Graphics Card

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

## 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)





# Year 7 Computer Science – Micro:bit (Rookie)



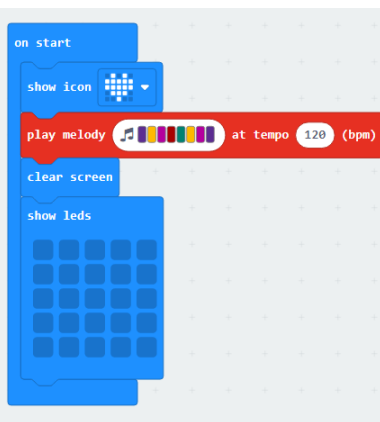
Test Yourself

## 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

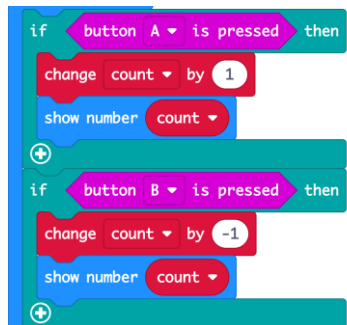
## Sequence

A program which is executed line by line



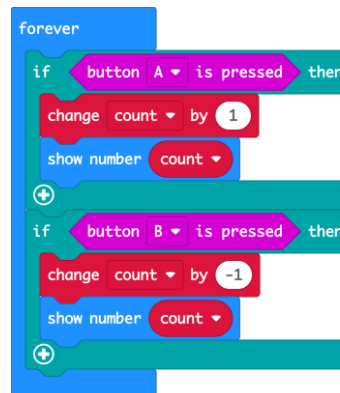
## Selection

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



## Iteration

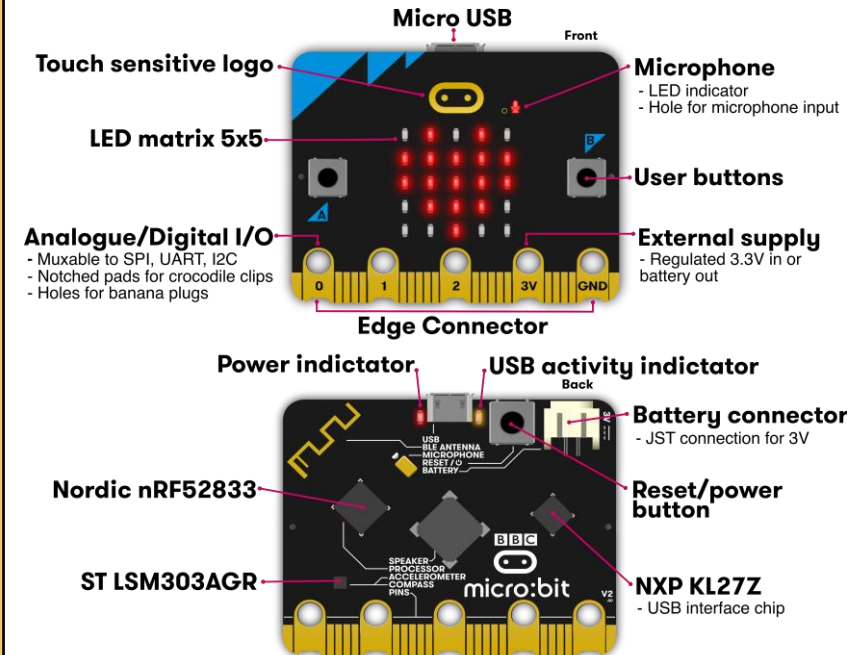
A program which repeats a number of times or until a condition is met



## 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.



## 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.





## Year 7 CPSHE Summer Term 1

Topics covered include:

Learning review

### Lesson overview

The Ullathorne Way

Revision strategies

CPSHE end of year exam

All subjects end of year exams

## BE ELOQUENT

Have the language skills to ask questions, express our emotions, debate points, engage in conversations, spoke to our beliefs and to talk about matters of faith. It is about speaking the truth.

1



The Ullathorne Way

The desire for the greatness which God created us for

## BE WISE AND CURIOUS

Recognise that knowledge can empower us to become better people and to build a better future. It is about being eager to learn and actively engaged in our learning. It is about probing, seeking, asking and questioning. It is to think for our self and to become an independent and lifelong learner.



The Ullathorne Way

The desire for the greatness which God created us for

## BE GRATEFUL

Recognise and be thankful for the gifts that we have been given: our health and our family; our shelter and security; our friends and community; our education; our talents and pastimes. From recognising all that we have, we grow to be generous with our time and talents.



The Ullathorne Way

The desire for the greatness which God created us for

## Revision Methods

2

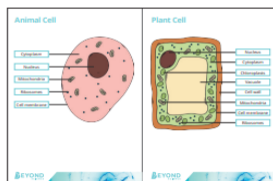
Just reading through your book or a knowledge organiser is not an effective way to revise. Instead, you should do something with the information. Choose one of the revision methods below or see if you can come up with your own way to use the content from this topic.

Make some flash cards.



Write down key words, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself or ask a friend or family member to test you.

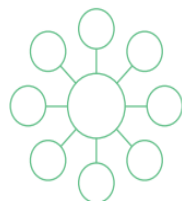
Make a poster.



Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning information and your brain will remember the colours and pictures more easily.

Handy hint: Add your title after you have written all the information so you don't waste too much time trying to make it look nice!

Draw spider diagrams or mind maps.



Write the topic or a key word in the centre of your page. Add everything you know about the topic in subtopics around the centre. Colour and pictures will help to make the information more memorable.

Write a story or comic strip.



Take the key words or facts that you need to learn and turn them into a story or a cartoon. The more imaginative or silly your story, the more likely you are to remember the ideas. This is a great method if you have to learn a sequence of events in a process.

Write a quiz.

Questions
1 - A B C D
2 - A B C D
3 - A B C D
4 - A B C D

Write a quiz to test yourself or a friend on the key facts from the topic. You could even ask a friend or family member to test you using the questions. If you want to be really creative, you could turn it into a gameshow with a group of friends!

## Top 10 Revision Tips

3



1. Make a revision timetable based on the subjects you are studying and the timings of your exams. Prioritise the subject which have the earliest exams.
2. Use mind maps and diagrams to help you remember things: they help you to be able to connect ideas together and so it'll be easier to remember them.
3. Know your learning preferences: we don't all learn in the same way, so make sure that you know how you best learn and try and adapt your revision.



4. Know when you learn best: first thing in the morning? Last thing at night?

5. Take regular breaks so that you don't overdo it: there's no point studying for hours and hours if you're not remembering anything. Take a break, go for a walk or a run... exercise is great for refreshing the brain!

6. Work with friends or classmates: you don't always have to study on your own; it's often more productive to work with others and share ideas or just support each other in your learning.



7. Put your phone and laptop away: it's really tempting to keep checking your phone and social media, but don't let this interrupt vital revision.

8. Find a good place for you to study: some people prefer to sit at a desk, others on their bed. Find where you are comfortable and make it your 'learning space'.



9. Use different ways of studying for different subjects: each subject is examined in a different way, so why try to do the same revision activities for each? If you're taking a Modern Foreign Language, flashcards and audio clips may be helpful.

10. Keep calm and don't panic: take each day at a time and don't panic if one day you are struggling to focus. Leave the revision and do something else; you can always start again later.

## Year 7 CPSHE Summer Term 2

Topics covered include: You and ...

### Lesson overview

You and ... You and the media
You and ... RSE 5 Friends and family
You and ... RSE 7 Living responsibly
You and ... You and your neighbours
You and ... You and your summer safety

Keywords	Definitions
Media	The main means of mass communication (broadcasting, publishing, and the internet).
Bias	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
Neighbours	A person living next door to or very near to you.
Anti social behaviour	It is acting in a way that causes or is likely to cause alarm or distress to one or more people in another household.
Responsibly	Sensible or trustworthy manner .



2

## What is Anti-Social Behaviour?

Anti-Social Behaviour can be:

- any behaviour likely to cause harassment, alarm or distress.
- unruly or drunken behaviour
- threatening or abusive language
- graffiti, criminal damage and noise pollution
- drug and alcohol misuse and abuse
- neighbour intimidation
- vehicle annoyance and inconsiderate use of motor vehicles.

3

## Reporting Anti-Social Behaviour?

Your local council and police work together with other services to stop anti-social behaviour in your area.

If Anti-Social Behaviour is affecting your quality of life -  
REPORT IT!

## Media use by age: a snapshot

5

16-24



99% use the internet at home (among 18-24 year olds)	54% correctly identify advertising on Google (among search engine users)
96% use a smartphone	53% are aware that some websites will be accurate or unbiased and some won't be (among search engine users)
12% only use a smartphone to go online (among internet users)	28% are aware of all four surveyed ways in which companies can collect personal data online (among internet users)
88% have a social media profile (among internet users)	
92% play games on any device	

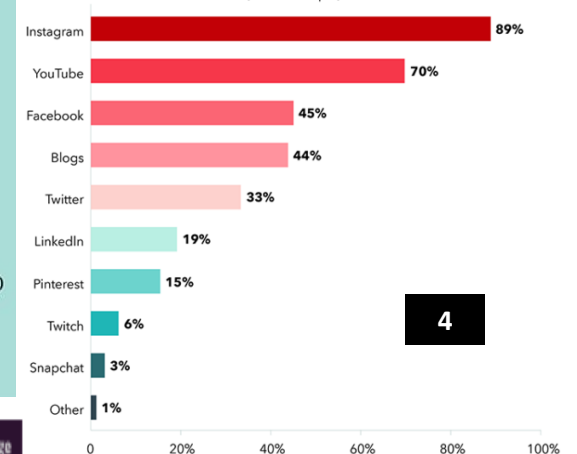
More likely than the UK average  
Less likely than the UK average



6

## WHICH SOCIAL MEDIA CHANNELS ARE MOST IMPORTANT FOR INFLUENCER MARKETING?

(Select multiple)



4

## Media

7



## Good Friends

8

- Enjoy each other's company.
- Share good times.
- Support and help each other through difficult times.
- Accept each other as they are.
- Listen when the other needs to talk.
- Are honest with each other.
- Encourage each other to avoid harmful behavior and situations.
- Depend on each other.



# 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.

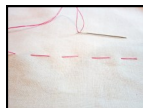


## 2. Keywords

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



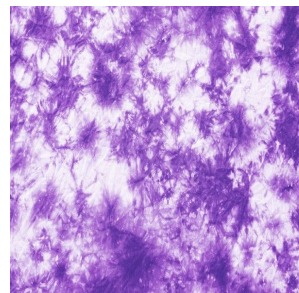
## 6. Techniques

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 but 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.



**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

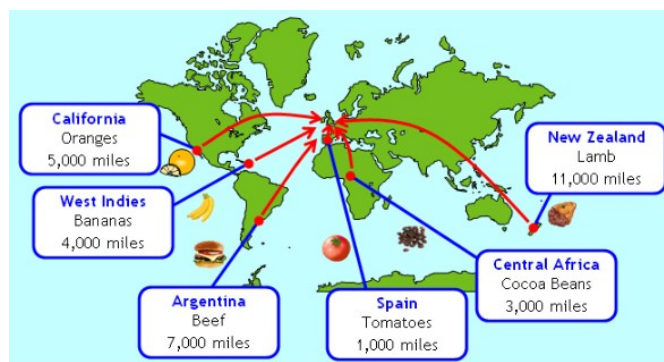
**Vegans** do not eat meat, eggs or dairy. They do not consume anything from an animal. Vegans eat vegetables, grains and pulses.

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

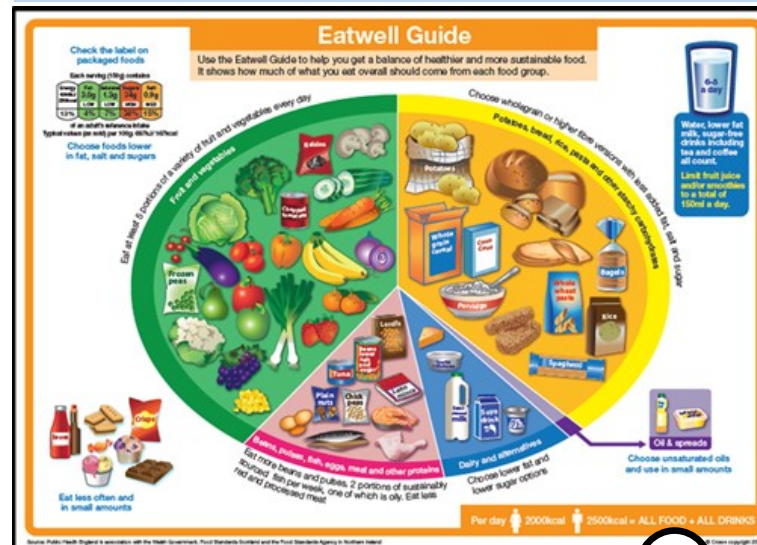
**Lacto vegetarians** do not eat meat or eggs but eat dairy products. They also eat vegetables, grains and pulses.

• **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 CO2 emissions from transport.

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



## Year 7 Catering Knowledge Organiser



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.

**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

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
<b>Cooking with Fat</b>	Shallow frying, sautéing, stir frying
<b>Cooking with water</b>	Boiling, steaming, simmering
<b>Cooking with dry heat</b>	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

**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.

8



## 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

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

## Marking Out on to Polymers

Permanent marker pen



Chinagraph pencil

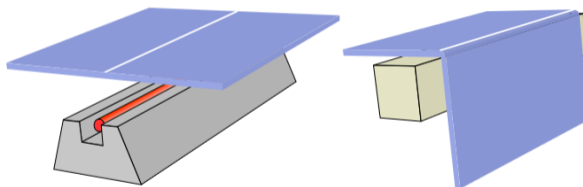


Scribe



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 De-sign 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

# Year 7 Product Design

## 3 Thermoforming Polymers

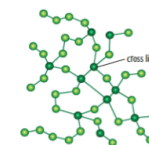
- can be reheated
- can be reshaped
- can be recycled



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

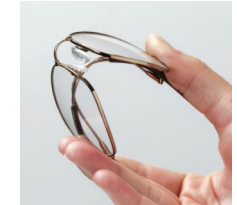




4



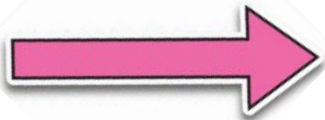
Smart Materials	Description	Uses
<b>Thermochromic</b>	Changes colour when temperature changes	Baby spoons/ cups, kettles,
<b>Photochromic</b>	Changes colour when UV light is present	Sunglasses, cockpit windows
<b>Shape Memory Alloy</b>	Can be deformed and will return to original shape when heated	Glasses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



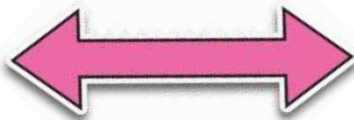
5

### Types of Motion

**Linear:** Moving in a straight line in one direction



**Reciprocating:** Moving backwards and forwards in a straight line



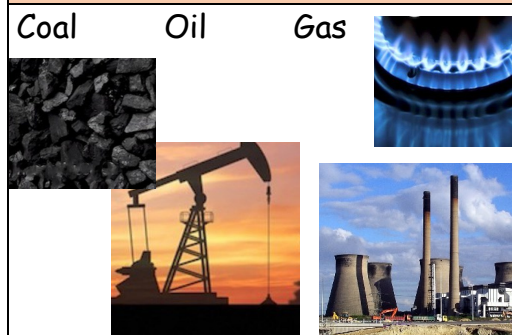
**Oscillating:** Motion that swings backwards and forwards in an arc from a central point



**Rotary:** Motion around a central point



### Non-renewable energy sources



#### Advantages:

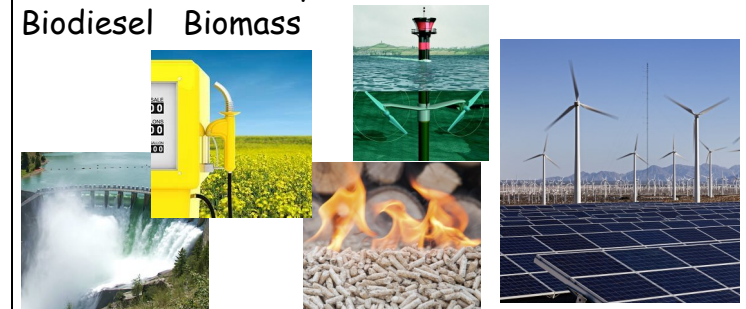
Stable and large-scale  
High power electricity generation  
Relatively cheap to convert

#### Disadvantages:

Highly polluting  
Can significantly impact on the environment and landscape

### Renewable energy sources

Solar Wind Hydroelectric Tidal  
Biodiesel Biomass



#### 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

6

# Year 7

## DRAMA

### Page 1 of 2



## 2. Performance Skills

### Body Language



The way you use your physicality to communicate.

### Characterisation



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

### Gesture



A movement (usually of the arm/hand) that communicates a specific meaning

### Levels



Using different heights to communicate meaning or to add visual interest.

### Voice



How you use your voice to communicate meaning.

### Facial Expression



Using your face to show how a character is feeling

### Proxemics:

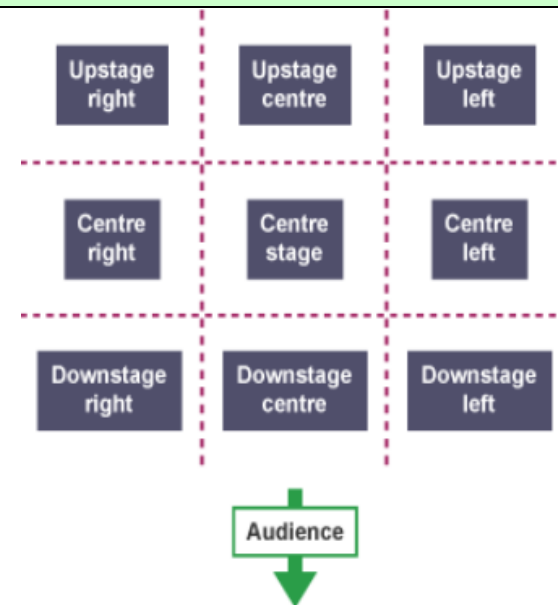


Where a character stands in relation to other characters and/or the audience.

## 1. Key Words

<b>Performance</b>	A piece that is presented to an audience.
<b>Dramatic convention</b>	Techniques used to communicate to the audience.
<b>Performance skills</b>	Signs and Symbols in Drama - an actor will use their <b>Vocal Skills</b> and <b>Physical Skills to communicate to an audience</b>
<b>Technical elements</b>	Signs and symbols in drama - use of Props, Costume, Lights, Sound, Music, Scenery, Set, Hair, Make-up, Backdrop...

## 3. 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.

## 4. Drama Conventions

### Tableau / Freeze Frame



A 'living picture' showing a moment in time – as though the pause button has been pressed.

### Narration



Normally spoken to the audience, performers give information, tell the story or comment on the action

### Mime



A silent performance, that uses physicality to communicate intentions to the audience

Year 7  
**DRAMA**  
Page 2 of 2



### 5. Additional Key Words

<b>Characterisation</b>	Using a range of performance skills to create a character that is different to yourself.
<b>Genre</b>	The type of story being told e.g. comedy, tragedy
<b>Performance style</b>	The way the actors perform, the visual characteristics of the setting and costumes, and the choice of conventions used e.g. naturalistic

### 6. Vocal Skills (Skills that involve using your voice)

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

### 7. Physical Skills (Skills that involve using your body)

<b>1. Movement</b>	Does an actor move <b>towards</b> or <b>away</b> from another character?
<b>2. Posture</b>	The <b>position</b> an actor holds their <b>body</b> when sitting or standing. For example, an upright posture or slouched.
<b>3. Gait</b>	The way an actor <b>walks</b> .
<b>4. Facial Expressions</b>	A form of <b>non-verbal communication</b> that expresses the way you are feeling, using the face. E.g. <b>Raised eyebrows or pursed lips</b> .
<b>5. Gestures</b>	A <b>movement of part of the body</b> , especially a hand or the head, to express an idea or meaning. E.g. <b>Waving, pointing, thumbs up</b> .
<b>6. Pace</b>	How <b>quickly</b> or <b>slowly</b> an actor moves.
<b>7. Levels</b>	<b>Sitting, Standing, Lying</b> – what does it show?
<b>8. Touch</b>	<b>Physical contact</b> or lack of it with other characters.



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

1

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.

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 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 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.)

afear'd = 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.

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

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.

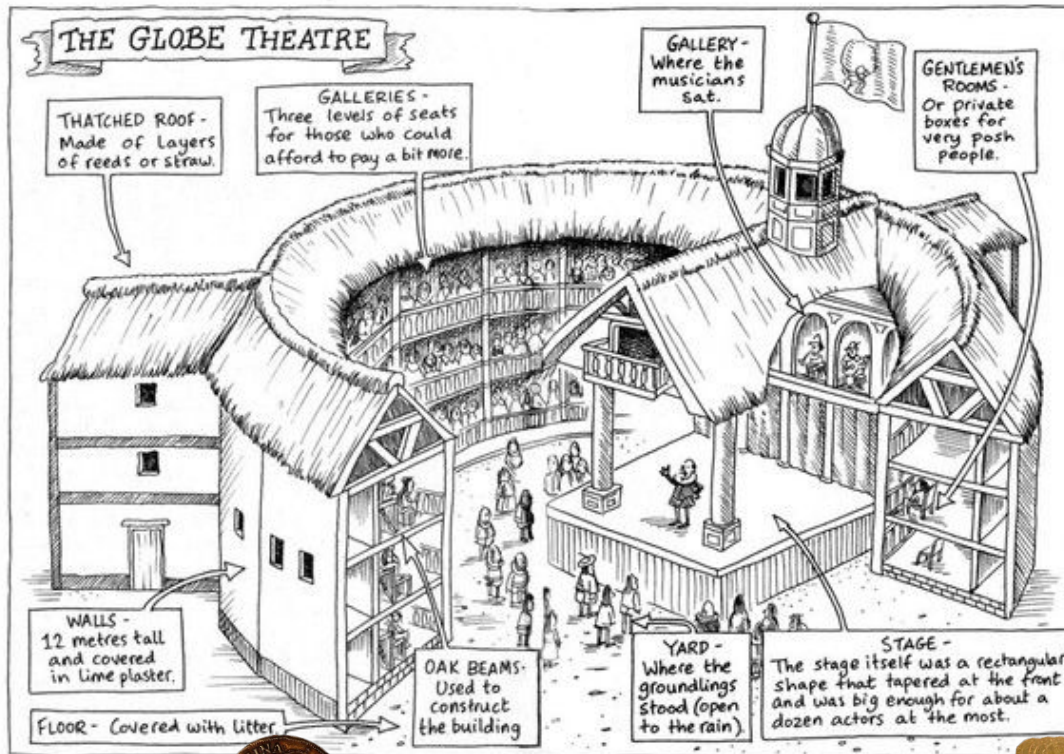
Puck tries to fix his mistake with Lysander and puts some potion in Demetrius' eyes as well. Demetrius then also falls in love with Helena which causes more confusion between the four lovers.

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.

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

## 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 FAIRIES:** 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.

## 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.



# Year 7 English - 'The Tempest' by William Shakespeare



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.



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.

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.



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.

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.



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.

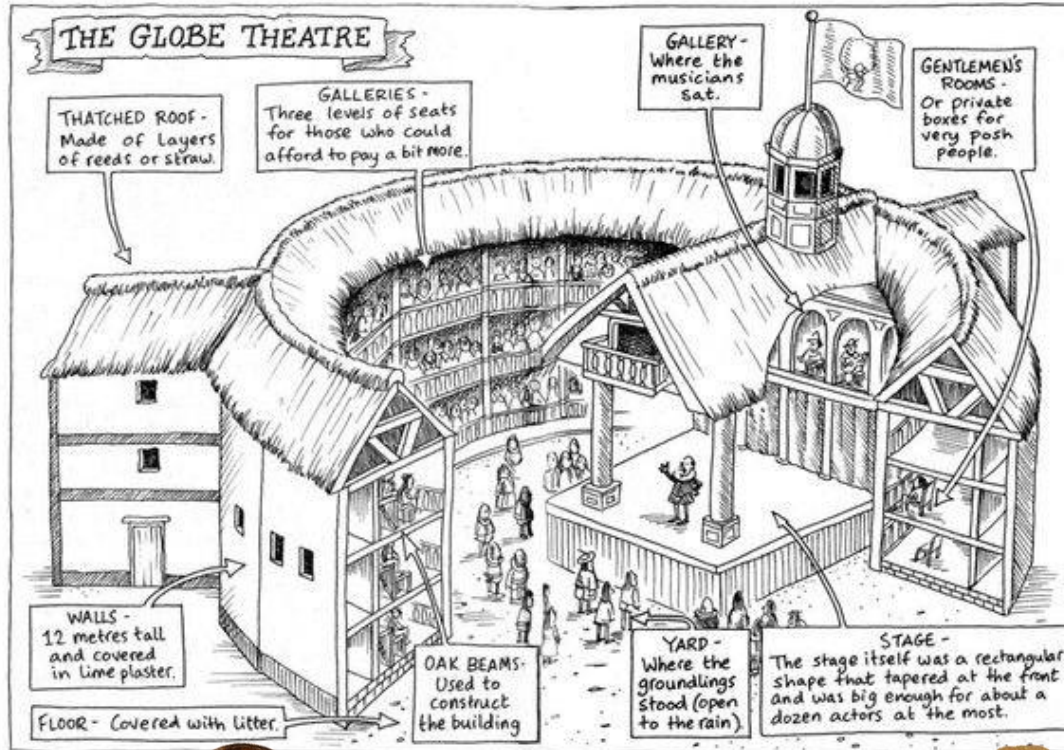


Miranda and Ferdinand see each other and fall in love. Prospero pretends not to agree to them getting married straight away and tests Ferdinand's love.



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.





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.

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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.

**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.

## THE BASICS:

Read the text – 5 mins

## Section A

Q1 – How does the writer use language to...

Q2 – How does the writer use language to...

Q3 – How does the writer shape and influence the thought of the reader...

Q4 – The opening: Select the correct structural feature

Q4b – Explain how structural features keep reader engaged?

Q5 – The middle: Select the correct structural feature

Q5b – Explain how structural features keep reader engaged?

Q6- The end: How does the writer choose to end the story and why?

Q6b: [statement] To what extent do you agree?

## Section B

Q5: Write a continuation of the story showing an understanding of what you have read. Stay true to the form and style of the original story and ensure a logical sequence (45 mins including planning time.)

2

### Section A:

## Question 1

Question stem: Write down four things you learn...

1. Read the question and highlight the key words, including the lines it asks you to focus on.

2. Draw a box around the lines you need to focus on in the insert.

3. Write in full sentences.

4. One point per line.

5. Keep it simple i.e. explicit inferences.

3

### Question 2-3

Question stem: How does the writer use language to...

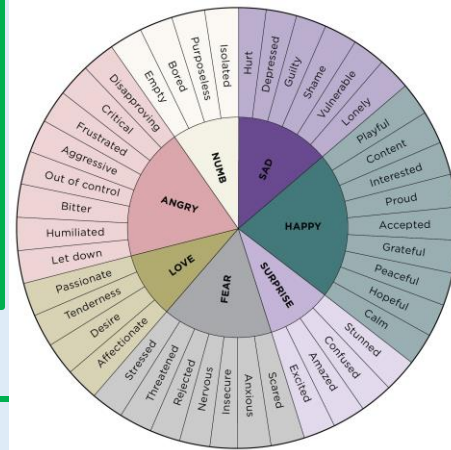
1. Read the question and highlight the key words to ensure you understand what the focus of your answer will be.

2. Re-read the section of text the question asks you to focus on.

3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.



Spotting the device is not the important part: it's being able to say **why** it is used and what its **impact** is upon the reader.



5

### Question 6

Question stem: '[statement about the text]' To what extent do you agree?

1. Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement.
2. Draw a box around the section of the text specified.
3. Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.

4

### Question 4-5

Question stem: How has the writer structured the text to interest you as a reader? (What goes where and why?)

1. Read the question and highlight the key words. This question is about how the text is put together and organised, rather than the language devices used.

2. Annotate where you see evidence of the following structural features:

- \* Dialogue

- \* Setting

- \* Shift in focus

- \* Time

3. Skim through the whole source again. Highlight and label where you see different features particularly focus on how the opening and ending are effective.



# ENGLISH: YEAR 7- End of Year Exam- Explorations in Reading and Creative Writing.

6.

Write a continuation of the story. Planning (THIS IS REALLY IMPORTANT!) 1. Decide which elements of the original story you will include. 2. Plan using the structures below. 3. Write your story. **REMEMBER:** If you do not show your teacher you can do use a certain skill (e.g. use capital letters/ adventurous vocabulary/ paragraphs/ varied punctuation etc.) They are left to simply assume you can't. You do not have hours and hours, so quality is preferred over quantity.

## -V.S.S The VERY SHORT SENTENCE

Deliberate use of a sentence consisting of no more than 5-6 words in total. Must be for effect and every word must count.

- Out went all light.
- Call me Ishmael.

Prepositional openers – used to show the relationship between the noun and other words in a sentence

- In a flurry ...
- Off in the distance ...
- Throughout ...
- Since last year ...

**-ing or -ed openers.** Use of a verb in its present or past form

- Frightened, the child backed away ...
- Singing softly, mum soothed my brother ...
- Having far to much fun, they decided to stay another hour ...

7.

**How do I open a sentence without using an article or pronoun?**

Transitional openers – to begin sentences with interruptions or to change the direction of your story / argument

- Pop! He sent small smoke-rings in to the air.
- Moreover, they did not realise there would be no phone signal here.

Clausal openers- use any of the clausal words to start a sentence (when, where, while, as, since although, if)

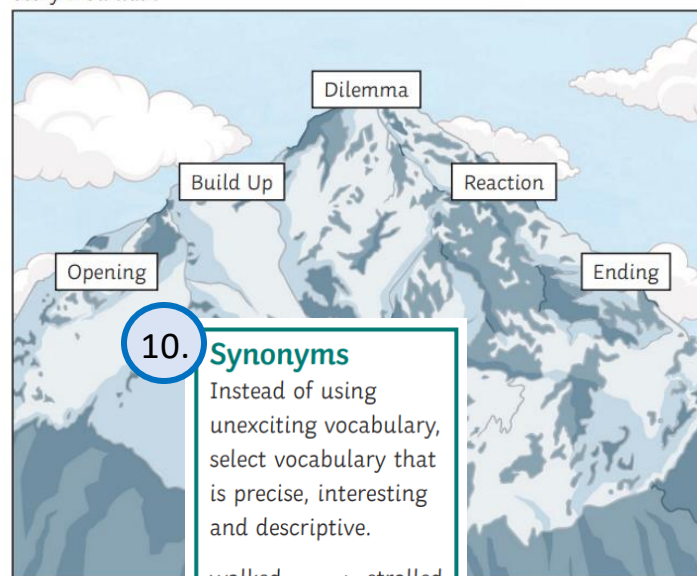
- When she demanded it back, Toby confessed that he had...
- If he had got here sooner, we wouldn't have had to queue

Adverb openers – a word or phrase that modifies the meaning of an adjective or other adverb expressing manner, place, time or degree

- Tentatively
- Confidently
- Slowly

9.

Story Mountain



10.

## Synonyms

Instead of using unexciting vocabulary, select vocabulary that is precise, interesting and descriptive.

- walked → strolled  
talked → shouted  
looked → glanced

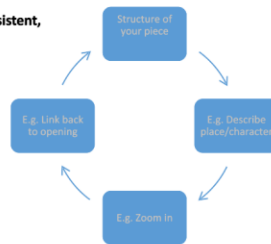
8.

**TIPTOP- Purposeful Paragraphing reminder -Time**  
Place Topic or Person

**Perspective-** Be consistent, unless changing for deliberate effect.

- 1<sup>st</sup> person (I)
- 2<sup>nd</sup> person (you)
- 3<sup>rd</sup> person (he/she)

**Tense-** Be consistent  
Past  
Present  
Future



**Tools for engagement & cohesion: (Avoid Clichés and be original)**  
**Connectives:** (examples only- list the 5 you will use within and between paragraphs.)

**TIME** (when): Meanwhile, eventually, soon after, later, suddenly, since, moments later, years before, now. **PLACE** (where): Everywhere, somewhere, nearby, here **CAUSE** (how): whether, even though, probably, unless, eventually, even, despite.

**Tools:** (examples only- put your own 3-4 in here)

- \* Cyclical structure
- \* Powerful verbs
- \* Exaggeration
- \* Personification
- \* Emotive language
- \* Metaphor/Simile (imagery)
- \* Dialogue to move plot forward
- \* Repetition/motif
- \* 5 senses (Show, Don't tell!)

A05- Specific to Qu asked

**Vocabulary** (Your chosen words to show off spelling.)

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

## Punctuation

Must be used correctly, deliberately AND for effect.

; : ... " "

Double check accuracy, but **EXPECTED** that you will use these correctly , ' . ! ?

A06 ~ NON-NEGOTIABLES

## Sentence openers

- Very short sentence
- ly (adverb)
- ed (verb)
- ing (verb)
- preposition (In, over, beside)
- Clausal (when, while...)
- Transitional (above all moreover...)

## Sentence types

- Simple
- Compound
- Complex
- Embedded clause



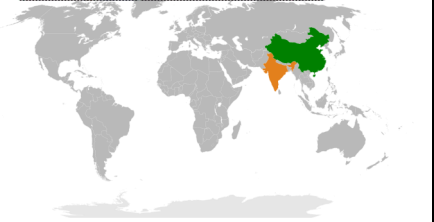
## YEAR 7 GEOGRAPHY – ASIA

### 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 fetuses 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.



## YEAR 7 GEOGRAPHY– ASIA

### 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 farm-land 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.

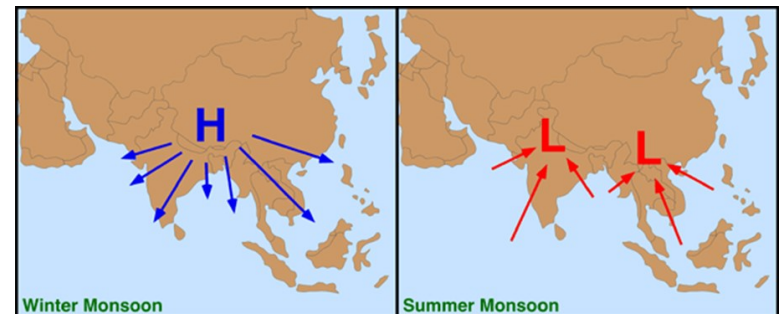
### 6. INDIA—WHY IS IT AN IMPORTANT COUNTRY?

- 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.

## YEAR 7 GEOGRAPHY—AFRICA

1

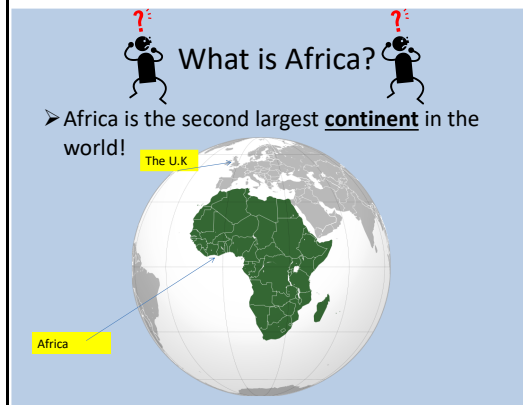
### KEY VOCABULARY

Diversity	The differences we can experience .
Continent	A group of countries.
Source	The beginning of a river.
Mouth	The end of a river.
Tributary	Small river joining the main channel.
Confluence	The point where two rivers join.
Watershed	The high ground at the edge of a drainage basin.
Birth rate	The amount of children born per 1000 people.
Death rate	The amount of people dying per 1000 people.
Life expectancy	Average number of years a person can expect to live.
Infant mortality	Number of deaths of children under one per 1000 children.
GDP per capita	A measure of amount of money per person
Literacy rate	% of people who can read and write
Slum	An area of poor homemade housing
Maasai Mara	A traditional tribe from Western Africa
Tourism	The impacts that travel has on people and places

2

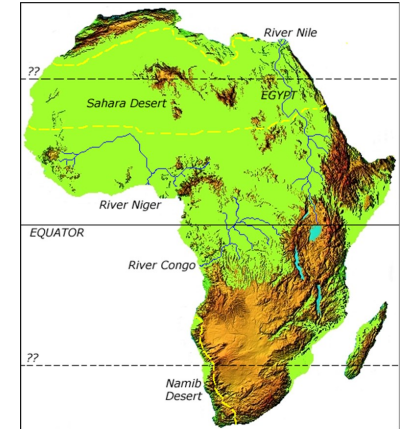
### PHYSICAL GEOGRAPHY

Africa covers 30 Million square kilometres and contains 54 countries. The vegetation starts with Desert in the North, moving through Savannah grassland to Rainforest at the equator in Central Africa. This means the Climate is very arid (dry) in the North but Hot and Wet in the Equatorial region, with areas of tropical rainforest. There are mountainous regions including Mt. Kilimanjaro, the highest mountain in Africa, located in Tanzania at 5895 metres high.



➤ Africa is the second largest **continent** in the world!

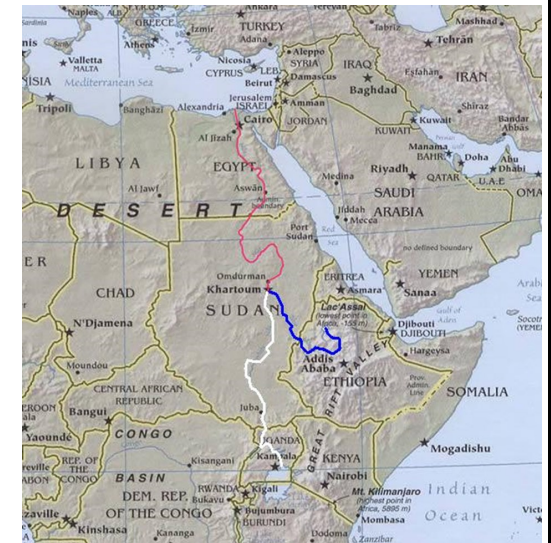
The three main rivers in Africa are the Nile, Congo and Niger.



3

### THE IMPORTANCE OF THE RIVER NILE

- Egypt's main source of water, the Nile, is the longest river in the world, it is 6695 Kms from the source of the White Nile to the Mediterranean.
- Other sources of water in Egypt are negligible, and Without the Nile, Egypt would not have enough water for everyone.
- The Nile is formed when the White Nile (formed from Lake Victoria in Uganda) meets the Blue Nile (formed From Lake Tana in Ethiopia), and then flows all the way to the Mediterranean.
- Life in Egypt is along the Nile, 94% of the Egyptian population live on the edges of the Nile (4% of the land).
- Many farmers rely on the annual floods that bring Silt onto the land that the farmers use as a natural Fertiliser for their crops.





## YEAR 7 GEOGRAPHY – AFRICA

4

### THE ASWAN DAM

Work began on the dam on January 9, 1960. It was finished in 1970. The water that is held back by the dam creates Lake Nasser, one of the world's largest reservoirs. The lake now covers land that was occupied by 90,000 Egyptian peasants and Sudanese nomads who had to be moved to other areas. The ancient Egyptian temple complex of Abu Simbel, which would otherwise have been submerged, also had to be relocated.

The Aswan High Dam has had negative side effects as well. In addition to displacing people and artefacts, it has made the land along the river less productive.

Flooding once brought with it rich fertilizing silt, which enriched the soil. Much of the water and its silt is now confined in reservoirs and canals. The silt is no longer deposited by

the Nile's rising waters on farmlands so the farmlands are not as fertile.

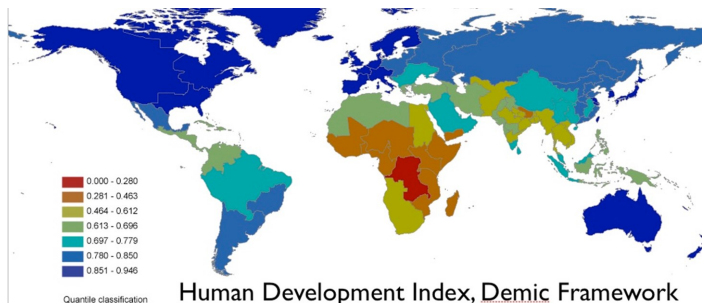
The dam was built to prevent flooding, provide water for farming and generate electricity.



5

### DEVELOPMENT IN AFRICA.

Africa, as a continent has struggled with its development. The map below shows the Human Development Index (a measure of money, education and healthcare) for the world. The reds and yellows show a lower level of development. Much of Central Africa is struggling due to challenging climatic conditions (Drought) or corrupt governments making poor decisions not helping the development of the country. We can explain how many central African countries remain poor by thinking about how a poor climate leads to a poor harvest so the country struggles to feed itself so it borrows money to import food, which gets it into debt. This means the government has less money to invest in hospitals, leading to a higher death rate and lower life expectancy.



6

### SLUM HOUSING

A slum is a densely populated urban residential area, with poor quality or incomplete housing, inhabited primarily by very poor people. It is a part of the city where the housing quality is low quality and living conditions are poor. They are built as people migrate (move) to the cities from the countryside areas to look for better quality work to earn more money. However many of the jobs that they can get in the factories, although offering regular work, are poorly paid so they cannot afford a house. These people end up making their own house on land that doesn't belong to them called slums. These illegal housing areas are not connected to services like water pipes and sewage systems, leading to the spread of disease. The councils would like to clear these slum areas as the slum dwellers do not pay tax and often connect to illegal electricity supplies from lampposts, which is dangerous. However slums can have over a million people and there is nowhere to put these people so many slums end up being permanent fixtures of poorer country cities. Lagos is the capital city of Nigeria where there are 9 large slum areas including Agege.



In Kenya most Maasai people live in the Maasai Mara Reserve which is a large park in the South West of Kenya.

It is named after the Maasai people who live there and the Mara River which cuts through the Park.

A nomad is a person who has no permanent home but moves around with the seasons. The Maasai move around to allow their cattle (cows) to eat and drink during the hot summer dry season. When an area runs out of food and water the Maasai simply move somewhere else.

The Maasai are cattle and goat herders. Livestock such as cattle, goats and sheep are the main source of income for the Maasai. Increasingly they are working for holiday companies entertaining tourists.

The Maasai make decorative beaded jewellery including necklaces, earrings, headbands, and wrist and ankle bracelets as a hobby. Maasai are also excellent at creating wood carvings, and they increasingly produce art for tourists as a supplemental source of income.

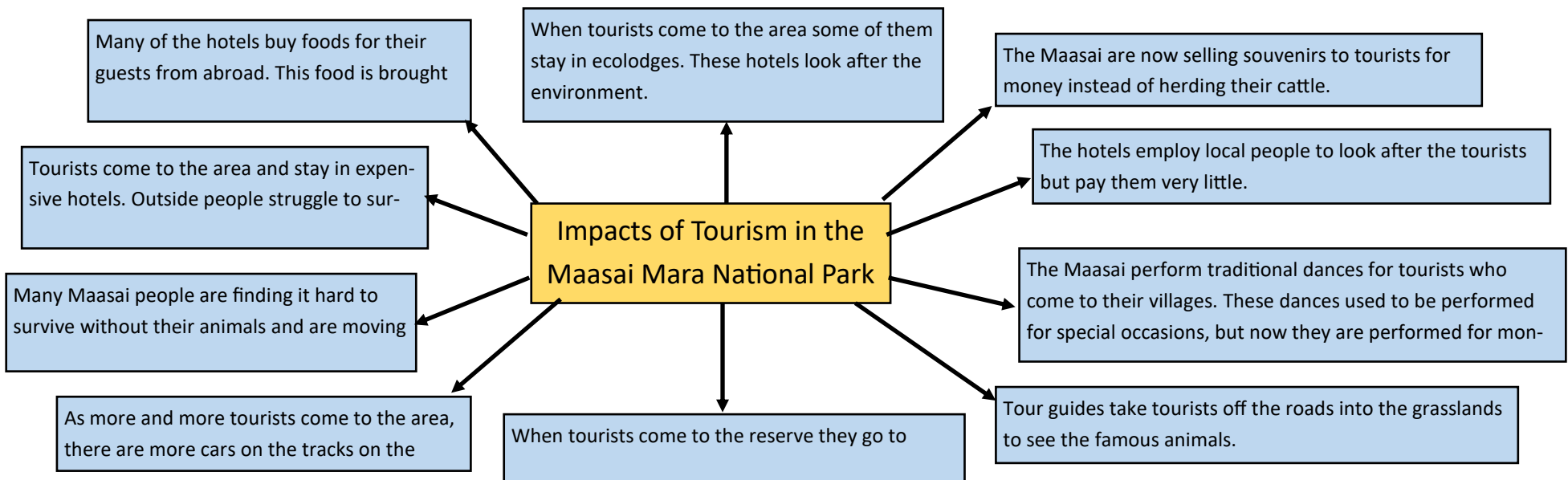
## Tourism in Kenya: Maasai Mara National Park



The **Maasai Mara National Reserve** (also known as **Masai Mara**) is a large wildlife reserve in Kenya, continuing south into Tanzania. It is named in honour of the Maasai people (the ancestral inhabitants of the area) and their description of the area when looked at from afar: "Mara," which is Maa (Maasai language) for "spotted," an apt description for the circles of trees, scrub, savanna, and cloud shadows that mark the area. It is famous for its Safari animals.



## TOURISM IN THE MAASAI MARA



## YEAR 7 GEOGRAPHY – ROCKS AND SOILS

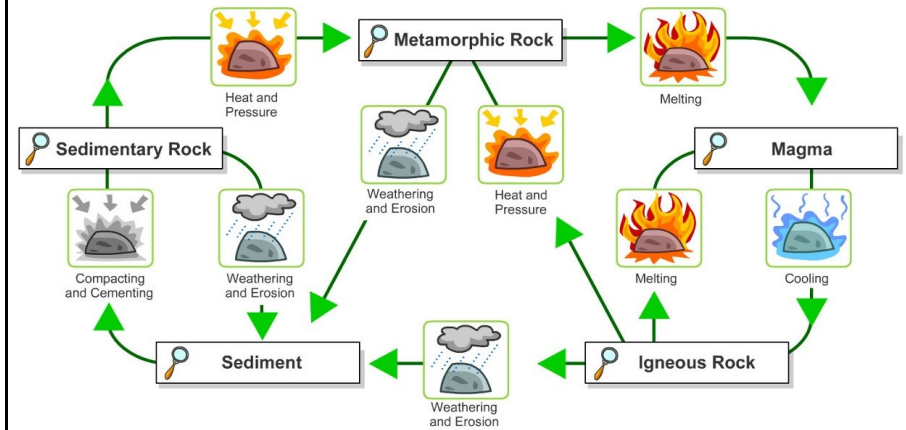
1

### KEY VOCABULARY

Geology	the study of the earth's physical structure and substance, its history, and the processes that act on it.
Igneous	Igneous rocks are formed by magma from the earth cooling
Metamorphic	Metamorphic rocks have been subjected to heat and/or pressure, causing them to change into another type of rock
Sedimentary	Sedimentary rocks are formed from sediments that have settled at the bottom of a lake, sea or ocean, and have been compressed over millions of years.
Geologic Timescale	A way of chronologically dating the earth's structure through time.
Igneous Intrusive	Igneous rocks formed as they cool on the inside of a volcano
Igneous extrusive	Igneous rocks formed as they cool outside a volcano.
Soil	Soil is a mixture of organic matter, minerals, gases, liquids, and organisms that together support life.
Soil Profile	A soil profile is a vertical cross-section of the soil, made of layers running parallel to the surface.
PH Scale	This measures the acidity or alkalinity on a scale of 1 to 14. 7 is neutral, below 7 acidic and above acid
Humus	Decayed or dead matter in the soil which adds nutrients.
Chemical Weathering	Rainwater is naturally slightly acidic because carbon dioxide from the air dissolves in it. Minerals in rocks may react with the rainwater, causing the rock to be weathered.
Biological Weathering	biological weathering, is caused by animals and plants. For example, rabbits and other burrowing animals can burrow into a crack in a rock, making it bigger and splitting the rock.
Mechanical Weathering	Caused by physical processes such as changes in temperature, freezing and thawing, and the effects of wind, rain and waves.

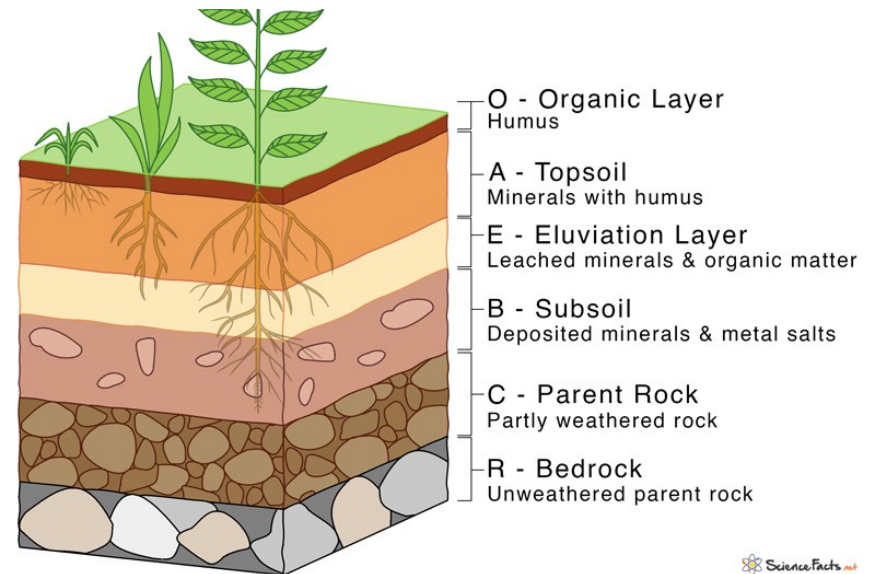
2

### THE ROCK CYCLE



3

### SOIL PROFILE/HORIZONS



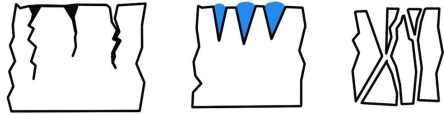


## YEAR 7 GEOGRAPHY —ROCKS AND SOILS

4

### MECHANICAL WEATHERING

#### Freeze thaw Action



Water seeps into the cracks in rocks. when temperatures fall (e.g. at night) the water freezes and expands. Over time, this process repeats until eventually pieces of rock are chipped away.

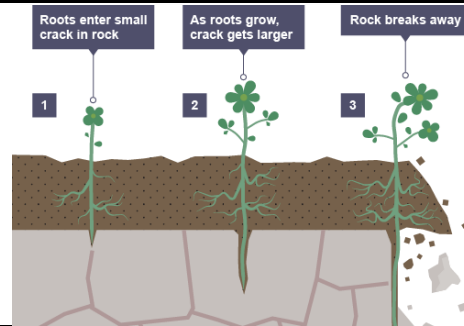
#### Onion weathering



This Process occurs mainly in desert environments. Rock expands during the high daytime temperatures and then cools rapidly at night forcing the outer layers of rock to crack.

5

### BIOLOGICAL WEATHERING



6

### SOIL EROSION

Soil erosion is when soil is removed from the upper layers of the soil profile,  
It occurs naturally by wind, water, ice and gravity.  
However, humans make soil erosion worse, some examples include having bare areas of farmland, slash and burn agriculture, grazing animals, logging, mining, construction, quad biking and using/creating hiking trails.

7

### WHAT IS IN SOIL?

Sand particles: these are the biggest in size. They help to form lightweight soil and are important for drainage but sand particles cannot hold onto nutrients Clay particles: these are small particles. They hold water well but can become heavy and waterlogged when wet. These particles can hold onto nutrients. Silt particles: these are medium sized particles. They hold water but can be hard to drain. They can hold only a limited amount of nutrients. Water clings to the soil particles and is taken up by plant roots. It is important for the animals living in the soil. Air fills the gaps in the soil and allows the plant roots and animals to 'breathe'. Just under half, about 35 to 40%, of a good soil is made up of water and air! So 'Which one is there most of' - could be air! Organic matter. This includes manure, leaf mould and compost. It releases nutrients slowly as it rots and helps the soil hold water. It helps stick the soil together!

8

### STRATEGIES TO REDUCE SOIL EROSION

Wind Breaks	Rows of trees are planted between fields, slowing down wind and reducing erosion
Terracing	Step- like terraces are built on slopes. They prevent rain water rushing downhill across the surface of the land carrying soil away.
Preventing Overgrazing	Frequently move animals from field to field. This gives the grass a chance to recover. This makes it harder for the soil to be blown or washed away.
Strip Cropping	Groundcover plants such as grasses are planted in strips between fields and crops. The strips of groundcover soak up rain and slow runoff.
Contour Crop- ping	Crops are planted in curving rows to follow the contour of hills. This slows runoff and reduces soil erosion.
Selective Hillside logging	Cut only a few trees in any given place along a hillside
Cover Crops	Cover crops are any crop that is grown to protect and improve the soil, but not be harvested. Fields are planted all year round, even in seasons when crops don't grow. Cover crops cover the soil and hold it in places reducing wind erosion. They also add organic matter and improve soil texture.
Reclaim mind lands	Save the stripped topsoil and return it to the land. Once the soil is in place, plant trees and other plants to protect the bare soil.
Afforestation	Plant new trees to replace those that have been cut down

## Section 1: Key words

<b>Abstract</b>	Art that does not attempt to recreate reality, but instead interprets it in a different way using shapes, colours, and textures.
<b>Caliph</b>	Caliph: successor of Muhammad and rulers of the Arab empire.
<b>Crusade</b>	A Christian military expedition made with the aim of recovering Jerusalem from the Muslims.
<b>Empire</b>	A collection of countries that have been conquered and are ruled by one state.
<b>Holy Land</b>	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.
<b>Interpretations</b>	The view of a Historians based on the evidence that they have studied. This can sometimes include the interpretations of other historians..
<b>House of Wisdom</b>	Founded by Caliph Haroun 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.
<b>Infidel</b>	Infidel: The name given to someone of a different religion from one's own.
<b>Ka'bah</b>	The building towards which Muslims face five times every day in prayer.
<b>Merchant</b>	someone who buys and sells goods, but does not make them.
<b>Mosque:</b>	Islamic place of worship
<b>Siege</b>	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.
<b>Trade Caravan</b>	A group of merchants, pilgrims, or travellers journeying together, usually for mutual protection in deserts or other hostile regions.

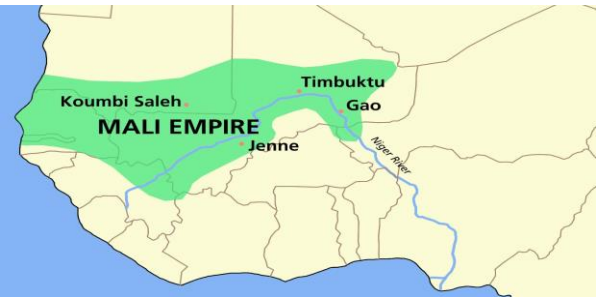
## Section 2: Comparison of the Islamic Empire with Medieval England

	Medieval England	Medieval Islam
<b>Houses</b>	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.
<b>Education and Medicine</b>	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.
<b>Religion</b>	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
<b>Trade</b>	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.
<b>Freedom</b>	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.
<b>Women</b>	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 Aasids, 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).



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 30,000 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. 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.



### Section 3: Comparison of the Islamic Empire with Medieval England

### Section 4: Interpretations of the First Crusade

	Medieval England	Medieval Islam
<b>Houses</b>	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.
<b>Medicine</b>	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.
<b>Religion</b>	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
<b>Trade</b>	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	
<b>Freedom</b>	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.
<b>Women</b>		

## Section 4: What happened at the battle?

## 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.

<b>9 am The First attack</b>	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.
<b>Rumours... William has been killed!?</b>	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.
<b>Feigned retreat</b>	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.
<b>Midday</b>	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.
<b>Cavalry charge</b>	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.
<b>The King is dead</b>	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.
<b>Saxons defeated</b>	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.
<b>25th December 1066</b>	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 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's superior tactics

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 **fyrð**.

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

## 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 2 <sup>nd</sup> 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**





#### **SECTION 4 - TIMELINE: the main events 1016-1914**

Date	Main Events
1164	Henry II brings in the <b>Constitution of Clarendon</b> . 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 <b>Thomas Becket</b> 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 2 <sup>nd</sup> son of Henry II and younger brother of King Richard.
1215	The signing of the <b>Magna Carta</b> . 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 barons. 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 as the House of Commons



## Year 7 HISTORY: The Black Death Knowledge Organiser

To be successful in this topic you will need to know the following information and be able to apply it to a selection of different questions.

### Section 1: What was the Black Death?

In the Middle Ages the **Black Death**, or '**pestilence**', was an epidemic disease that killed a higher proportion of the population than any other single known event. One observer noted 'the living were scarcely sufficient to bury the dead.' At the time no one could be sure what caused it.

### Section 3: How did it spread?

Today we know that disease spread from fleas who had been living on rats. Once the rats died the fleas needed a new host to feed from and would bite humans. Once bitten the fleas transferred the germ to its host.

There were three types of plague; **bubonic**, **pneumonic** and, occasionally, **septicaemic** plague.

### Section 2: When did the Black Death break out?

The disease arrived in western Europe in 1347 and in England in 1348. It faded away in the early 1350s.

### Where did it originate, and what areas did it affect?

It is believed to have started in Mongolia, and spread through traders from China to Europe. It then came to Britain, where it struck Dorset and Hampshire along the south coast of England simultaneously.

### Section 4: What were the symptoms?

Symptoms included swellings called buboes – most commonly in the groin, armpits and neck; dark patches, and the coughing up of blood.

It would be accompanied with a fever.



### Section 5: Who was affected?

Old and young, men and women: all of society – royalty, peasants, archbishops, monks, nuns and parish clergy.

### Section 6: What did the Medieval population believe caused the plague?

The people at the time did not have the same scientific knowledge that we have today so they believed many things caused the plague including:

- it being a punishment from God
- miasma (bad air)
- the movements of the planets
- ethnic groups poisoning the water eg the Jewish community in Germany

### Section 7: What did Medieval people do to try to cure the plague?

- They attended mass, prayed, lit candles, went to confession, processed in prayer.
- They burned tar in the streets
- They killed stray cats and dogs
- There was also a lot of silly cures for example attaching a chicken to the patient, using potions such as vinegar and mercury.



### Section 8: The impact of the Black Death

- Between a **third** and **half** of the population of England died (an estimate of 1.5 million people)
- Whole villages were wiped out
- Peasants who survived were in a position to demand better treatment from their Lords

### Section 9: using sources about the Black Death

Historians use sources to learn about the past. All sources will be useful to a historian; they may give us an insight into what was happening at a particular time, or how people felt about an event. They might show how someone supported or opposed an idea. It is important that we look at what is being communicated in the source and also who has made it and when (provenance).

**Look at these two sources—a question about them might be:**

**How useful is this source to a historian studying the causes of the Black Death?**

To answer this you will need to write two **PEEL** paragraphs.

You will need to refer to the source and your own knowledge.

**Example:** The source is useful to a historian studying the causes of the plague. Evidence for this is that the source shows people whipping themselves. This is called flagellation and is something Christians did to show God that they were 'suffering' with Christ. This is important as it shows a historians that during the time of the plague, people thought that God had sent the plague as a punishment for peoples' sins, therefore people whipped themselves in the hope that God recognised that they were repentant for their sins and not send them the plague. It is also useful because it supports the fact that in 1348 people did not know that germs spread disease. Therefore the source is useful to historians as it shows that some people believe the plague was caused by God.



Woodcut 1480—Britain—showing flagellation.



Woodcut—from Germany—showing the burning of Jewish people.

### Section 10: Key Words

**Black Death**—the name given to the plague that arrived in England in 1348—named black because of the colour of the buboes and the bruising that occurred on the skin.

**Buboes**—the swellings that appeared around the lymph node area of plague victims—in the groin, under the armpits and on the neck.

**Bubonic Plague** —the name given to the plague caused by the bacterium *Yersinia pestis* usually by the bite of an infected flea. It would lead to buboes and fever.

**Flagellation**—whipping yourself to share in the suffering of Christ—in the hope that God recognised that you were repentant and would not get the plague.

**Miasma**—bad air was air that smelled—they did not understand the causes of disease, however lots of people believed bad air could make you sick.

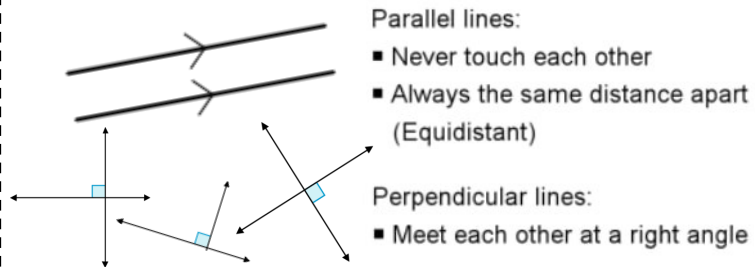
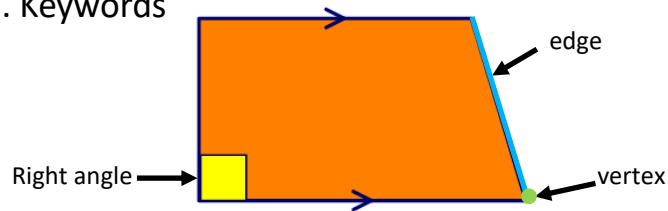
**Pestilence**— name used at the time or the plague.

**Pneumonic Plague** —when the plague was transmitted by coughing / sneezing it would become pneumonic—immediately affecting lungs. (in the Medieval period 100% fatal.)

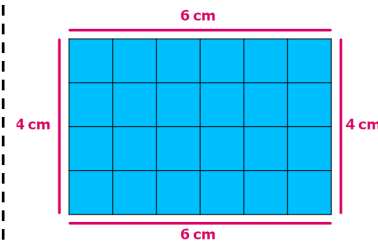
**Septicemic Plague** —the name given to the plague caused by the bacterium *Yersinia pestis* usually by the bite of an infected flea. It would lead to bruising across the body.



## 1. Keywords



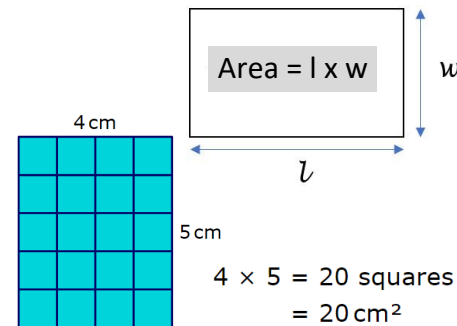
## 3. Perimeter



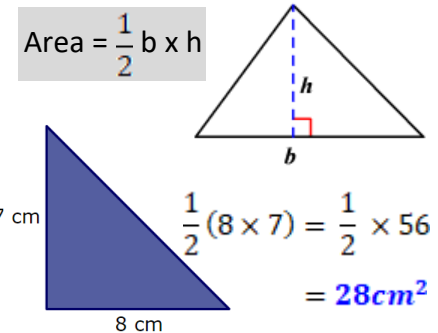
The perimeter is the total distance around the edge of the shape.

$$6 \text{ cm} + 4 \text{ cm} + 6 \text{ cm} + 4 \text{ cm} = 20 \text{ cm}$$

## 4. Area of Rectangle



## 5. Area of Triangle

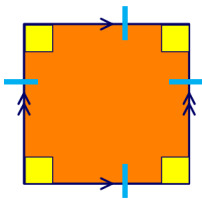


# Maths, Y7 - Classifying shapes, Area and Perimeter

## 2. Properties of Quadrilaterals

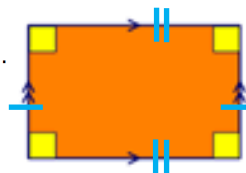
### Square

Opposite sides are parallel.  
All angles are  $90^\circ$ .  
All sides are equal length.  
A square is a special rectangle, with all sides equal.



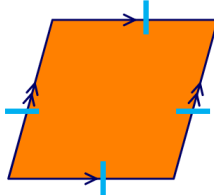
### Rectangle

Opposite sides are parallel.  
All angles are  $90^\circ$ .  
Opposite sides are equal length.



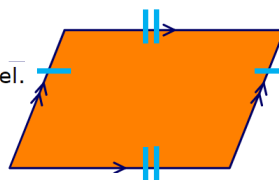
### Rhombus

Opposite sides are parallel.  
All 4 sides are equal length.  
A rhombus is a special type of parallelogram where all sides are equal length.



### Parallelogram

Opposite sides are parallel.  
Opposite sides are equal length.



### Trapezium

One pair of opposite sides which are parallel.



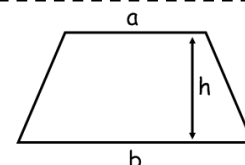
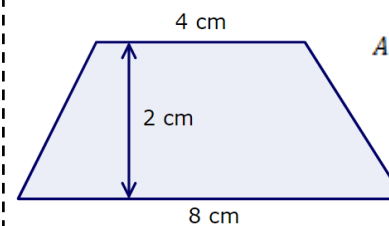
### Kite

Two pairs of equal sides.  
The equal sides are adjacent to (next to) each other, rather than opposite.



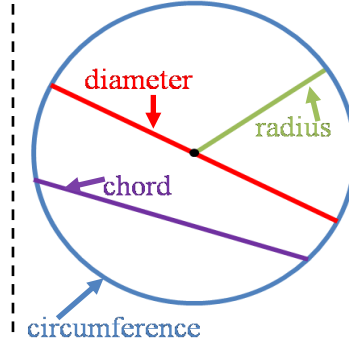
## 7. Area of Trapezium

$$\text{Area} = \frac{1}{2} (a+b)h$$



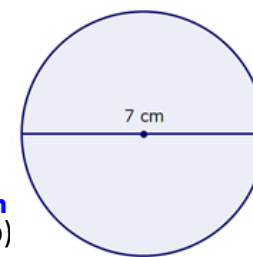
$$\begin{aligned} A &= \frac{1}{2} \times (8+4) \times 2 \\ &= \frac{1}{2} \times 12 \times 2 \\ &= 6 \times 2 \\ &= 12 \text{ cm}^2 \end{aligned}$$

## 8. Parts of a circle



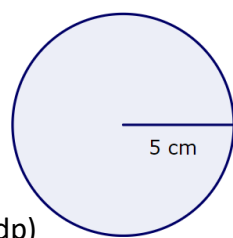
## 9. Circumference

$$\begin{aligned} C &= \pi \times d \\ &= \pi \times 7 \\ &= 7\pi \\ &= 21.99 \text{ cm (to 2 dp)} \end{aligned}$$

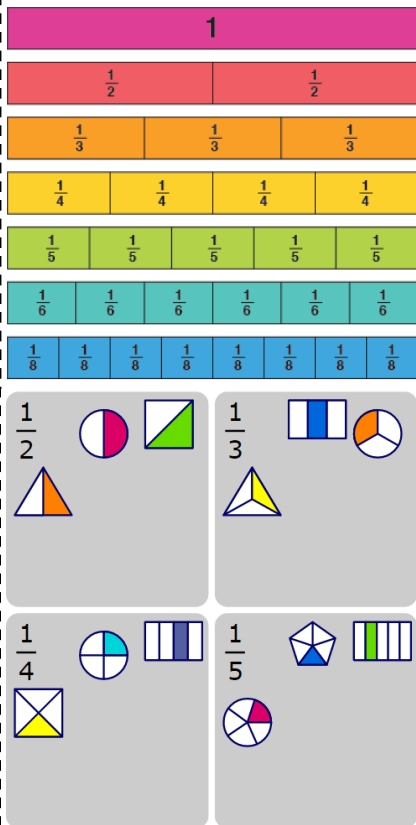


## 10. Area of Circle

$$\begin{aligned} A &= \pi \times r^2 \\ A &= \pi \times 5^2 \\ A &= 25\pi \\ A &= 78.5 \text{ cm}^2 \text{ (to 1 dp)} \end{aligned}$$



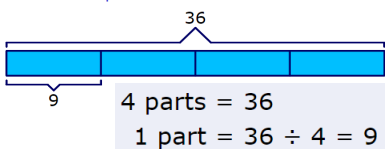
## 1. What Are Fractions?



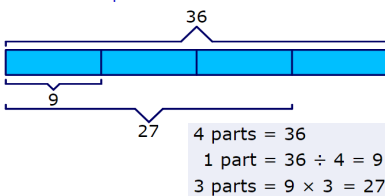
## Maths, Y7—Fractions, Decimals and Percentages

### 3. Fractions of Amounts

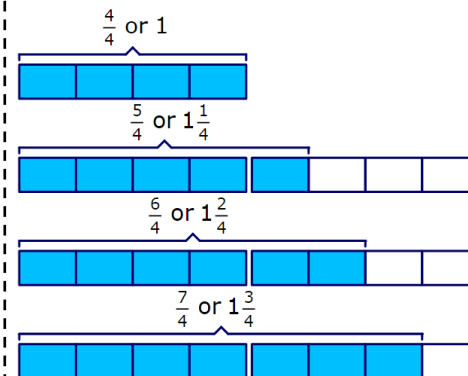
What is  $\frac{1}{4}$  of 36?



What is  $\frac{3}{4}$  of 36?



### 4. Fractions larger than a unit

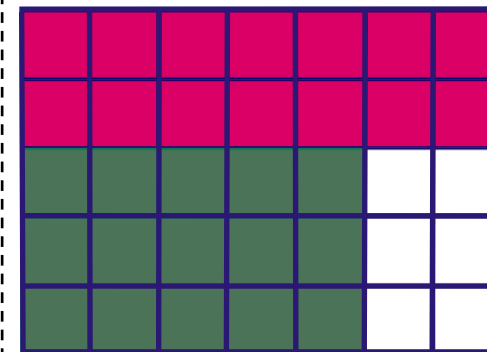


## 5. Fraction Operations

### A. Addition and subtraction

Add up these fractions

$$\frac{2}{5} + \frac{3}{7} = \frac{14}{35} + \frac{15}{35} = \frac{29}{35}$$



$$\frac{5}{7} - \frac{1}{4} =$$

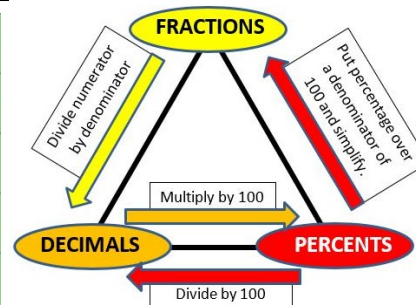
$$\frac{5}{7} - \frac{1}{4} =$$

$$\frac{20}{28} - \frac{7}{28} =$$

$$= \frac{13}{28}$$

### 6. FDP

1	1.0	100%	$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%	$\frac{1}{5}$	0.2	20%
$\frac{2}{3}$	0.6	66 $\frac{2}{3}$ %	$\frac{1}{8}$	0.125	12 $\frac{1}{2}$ %
$\frac{1}{2}$	0.5	50%	$\frac{1}{10}$	0.1	10%
$\frac{1}{3}$	0.3	33 $\frac{1}{3}$ %	$\frac{1}{100}$	0.01	1%



### C. Division

What is  $\frac{3}{4} \div \frac{2}{5}$ ? How many lots of  $\frac{2}{5}$  fit inside of  $\frac{3}{4}$ ?



$$\frac{3}{4} = \frac{15}{20}$$

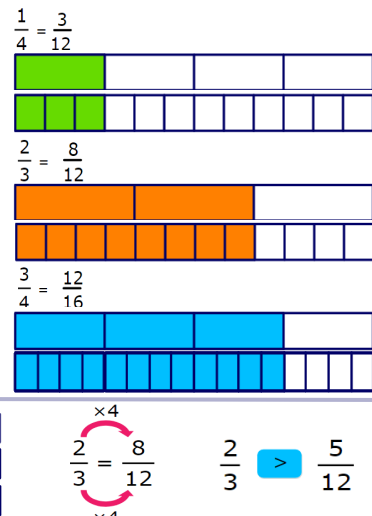
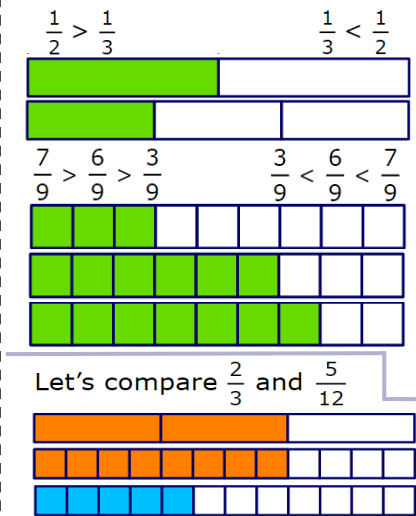


$$\frac{2}{5} = \frac{10}{20}$$



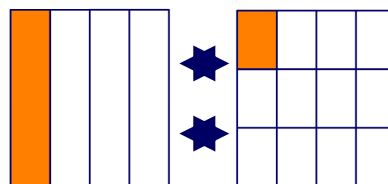
$$\frac{3}{4} \div \frac{2}{5} = \frac{15}{20} \div \frac{10}{20} = \frac{15 \div 5}{20 \div 5} = \frac{3}{4} = 1\frac{1}{4}$$

## 2. Comparing Fractions and Equivalent Fractions



### B. Multiplication

What is  $\frac{1}{3} \times \frac{1}{4}$ ?



This is  $\frac{1}{3}$  of our  $\frac{1}{4}$  of a rectangle.

Finding  $\frac{1}{3} \times \frac{1}{4}$  is like finding  $\frac{1}{3}$  of  $\frac{1}{4}$

$$\frac{1}{3} \times \frac{1}{4} = \frac{1 \times 1}{3 \times 4} = \frac{1}{12}$$

What is  $\frac{2}{3} \times \frac{3}{5}$ ? Finding  $\frac{2}{3} \times \frac{3}{5}$  was like finding  $\frac{2}{3}$  of  $\frac{3}{5}$ .

$$\frac{2}{3} \times \frac{3}{5} = \frac{2 \times 3}{3 \times 5} = \frac{6}{15}$$

## 1. Generating sequences

Use these rules to generate the first 5 terms of each sequence.

Add 5 to the previous term, start with 2.

2, 7, 12, 17, 22, ...

Double the previous term, start with 1.

1, 2, 4, 8, 16, ...

Half the previous term and then add 4.

Start with 80.

80, 44, 26, 17, 12.5, ...

If the last term is even, halve it.

If the last term is odd, subtract 1 and double. Start with 24.

24, 12, 6, 3, 4, ...

## 2. Linear sequences

Look at the sequence: 3, 5, 7, 9, 11, ...

Each number in the sequence is called a **term**.

The difference between two consecutive terms is 2.

A sequence is **linear** if there is a **common difference** between consecutive terms.

In this sequence the **common difference** is 2.

### B. Generating linear sequences

A sequence has an  $n$ th term of  $3n + 1$ .

Find the first 5 terms:

$$1\text{st} = 3 \times 1 + 1 = 4$$

$$4\text{th} = 3 \times 4 + 1 = 13$$

$$2\text{nd} = 3 \times 2 + 1 = 7$$

$$5\text{th} = 3 \times 5 + 1 = 16$$

$$3\text{rd} = 3 \times 3 + 1 = 10$$

4, 7, 10, 13, 16, ...

Notice that the sequence goes up in 3s.

The **3** in the formula represents the **common difference** between terms.

### C. Finding the $n$ th term of linear sequences

Find the  $n$ th term of this sequence 5, 9, 13, 17, 21, ...

Step 1: find the common difference

The difference between consecutive terms is 4.

Step 2: Compare to the first 5 multiples of 4.

$$\begin{array}{ccccccccc} & 4 & & 8 & & 12 & & 16 & & 20 & \dots \\ +1 & \swarrow & +1 & \swarrow & +1 & \swarrow & +1 & \swarrow & +1 & \swarrow & \\ 5 & & 9 & & 13 & & 17 & & 21 & \dots \end{array}$$

So, the  $n$ th term formula is  $4n + 1$

Find the  $n$ th term of this sequence 2, 9, 16, 23, 30, ...

Step 1: find the common difference

The difference between consecutive terms is 7.

Step 2: Compare to the first 5 multiples of 7.

$$\begin{array}{ccccccccc} & 7 & & 14 & & 21 & & 28 & & 35 & \dots \\ -5 & \swarrow & -5 & \swarrow & -5 & \swarrow & -5 & \swarrow & -5 & \swarrow & \\ 2 & & 9 & & 16 & & 23 & & 30 & \dots \end{array}$$

So, the  $n$ th term formula is  $7n - 5$

## 3. Special sequences

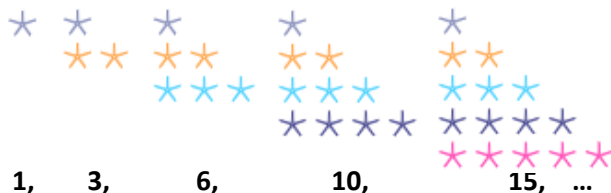
Here is a sequence: 1, 1, 2, 3, 4, 8, ...

The term-to-term rule is:

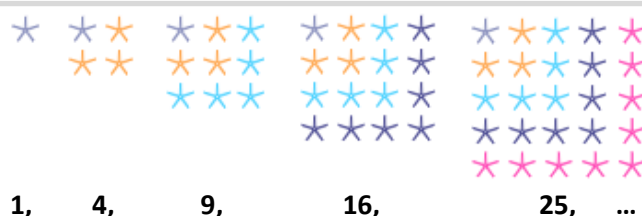
**add the last two terms to get the next one**

This sequence is called the **Fibonacci sequence**.

A sequence may come from a pattern.



This sequence is called the **triangular numbers**.



This sequence is called the **square numbers**.

## 4. Geometric progressions

Look at the sequence 2, 4, 8, 16, ...

Can you find a pattern?

Each term is multiplied by 2 to get the next term.

Sequences where each term is multiplied by the same number to get the next term are called geometric sequences.

The multiplier for a geometric sequence is called the **common ratio**.

Just like other sequences, a geometric sequence follows a rule.

To make a geometric sequence, you need to know the **starting point** and the **common ratio**.

Generate the first 4 terms of the geometric sequence given by the rule "start with -1 and multiply each term by 10 to get the next term."

$$\begin{array}{ccccccc} -1 & -10 & -100 & -1000 \\ \times 10 & \times 10 & \times 10 & \times 10 \end{array}$$

So, the sequence is -1, -10, -100, -1000, ...

## Year 7 Maths - Sequences

Look at the sequence  $1, \frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \dots$

Can you find a pattern?

Each term is multiplied by  $\frac{1}{2}$  to get the next term.



## Year 7 French Summer les passe-temps et le sport

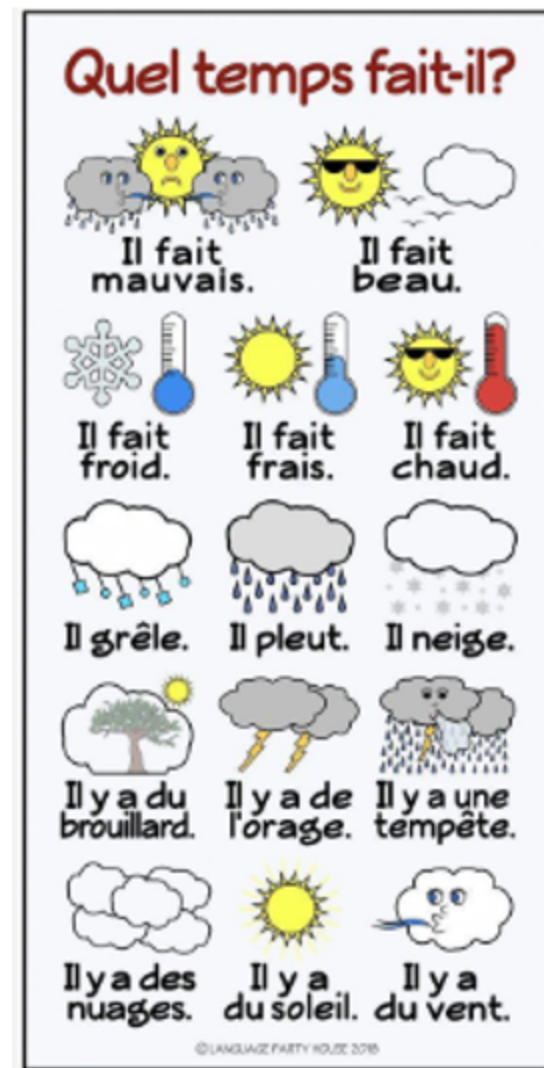
<b>A mon avis</b> (In my opinion)  <b>Selon moi</b> (In my opinion)  <b>D'après moi</b> (In my opinion)  <b>Si on demande mon avis, je dirais que...</b> (If you ask my opinion, I would say that...)	<b>j'adore</b> (I love)  <b>j'aime</b> (I like)  <b>je préfère</b> (I prefer)  <b>je n'aime pas</b> (I don't like)  <b>je déteste</b> (I hate)  <b>mon sport préféré, c'est</b> (My favourite sport is...)	<b>l'athlétisme</b> (athletics) <b>le badminton</b> (badminton) <b>le basketball</b> (basketball) <b>le cyclisme</b> (cycling) <b>le football (le foot)</b> (football) <b>le golf</b> (golf) <b>le handball</b> (handball) <b>le hockey</b> (hockey) <b>le judo</b> (judo) <b>le ping-pong</b> (table tennis) <b>le roller</b> (roller skating) <b>le rugby</b> (rugby) <b>le skate</b> (skateboarding) <b>le tennis</b> (tennis) <b>le volleyball</b> (volleyball) <b>le VTT</b> (mountain biking) <b>l'équitation</b> (horse riding) <b>la gymnastique</b> (gymnastics) <b>la natation</b> (swimming) <b>la planche à voile</b> (wind surfing) <b>la voile</b> (sailing)	<b>car</b> (because)  <b>parce que</b> (because)  <b>par contre</b> (on the other hand)  <b>néanmoins</b> (however)  <b>en revanche</b> (however)  <b>cependant</b> (however)	<b>c'est</b> (it is)	<b>chouette</b> (great) <b>amusant</b> (fun) <b>marrant</b> (funny) <b>drôle</b> (funny) <b>excellent</b> (excellent) <b>compétitif</b> (competitive) <b>intéressant</b> (interesting) <b>facile</b> (easy) <b>utile</b> (useful) <b>génial</b> (great) <b>bon pour la santé</b> (good for your health) <b>ennuyeux</b> (boring) <b>barbant</b> (boring) <b>cher</b> (expensive) <b>fatigant</b> (tiring) <b>nul</b> (rubbish) <b>inutile</b> (useless) <b>difficile</b> (difficult) <b>répétitif</b> (repetitive)
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<b>j'adore</b> (I love)	<b>jouer</b> (to play)	<b>aux jeux-vidéo/aux cartes/à l'ordinateur</b>
<b>j'aime</b> (I like)	<b>faire</b> (to do)	<b>des magasins/du ski/du roller/mes devoirs</b>
<b>je préfère</b> (I prefer)	<b>aller</b> (to go)	<b>à la pêche/à la piscine/au cinéma</b>
<b>je n'aime pas</b> (I don't like)	<b>écouter</b> (to listen)	<b>de la musique</b>
<b>je déteste</b> (I hate)	<b>regarder</b> (to watch)	<b>la télé/un film</b>
	<b>lire</b> (to read)	<b>un livre</b>

<https://quizlet.com/gb/720312730/y7-les-sports-flash-cards/>



Après le collège (After school)	je joue (I play)	au basket (basketball)	à la console (on the console)
De temps en temps (Every now and then)	mon copain joue (my friend (m) plays)	au foot (football)	de la batterie (drums)
D'habitude (Usually)	ma copine joue (my friend (f) plays)	au handball (handball)	de la guitare (guitar)
Le soir (In the evening)	on joue (we play)	au tennis de table (table tennis)	aux cartes (cards)
Le week-end (At the weekend)		à l'ordinateur (on the computer)	aux échecs (chess)
		du piano (piano)	aux jeux de société (board games)
		du violon (violin)	aux jeux vidéo (video games)
Quelquefois (Sometimes)	je fais (I do)	du judo (judo)	de l'équitation (horse riding)
Souvent (Often)	mon copain fait (my friend (m) does)	du patin à glace (ice skating)	de l'escalade (climbing)
Tous les jours (Every day)	ma copine fait (my friend (f) does)	du skate (skateboarding)	de la boxe (boxing)
Tous les mercredis (Every Wednesday)	on fait (we do)	du ski (skiing)	de la gymnastique (gymnastics)
Une/deux fois par semaine (Once/twice a week)		du vélo (cycling)	de la natation (swimming)
		du VTT (mountain biking)	de la voile (sailing)
			les magasins (shopping)
			les arts martiaux (martial arts)



<https://quizlet.com/741858338/quel-temps-fait-il-il-fait-quel-temps-flash-cards/>



Los pasatiempos...	hobbies
En mi tiempo libre...	In my free time...
Bailo salsa	I dance Salsa
Chateo en el móvil	I chat on the phone
Descanso en casa	I relax at home
Escucho música	I listen to music
Leo libros	I read books
Navego por internet	I surf the web
Practico deportes	I practise sports
Salgo con mis amigos	I go out with friends
Veo la tele	I watch the TV

Los deportes	sports
los deportes acuáticos	water sports
juego al...	I play
bádminton	badminton
baloncesto	basketball
balonmano	handball
béisbol	baseball
fútbol	football
golf	golf
rugby	rugby
tenis	tennis
voleibol	volleyball

<https://quizlet.com/gb/856613051/mis-pasatiempos-31-year-7-unit-3-claro-1-flash-cards/?i=1ks2gk&x=1jqt>



## Aa Gramática

p.66; WB p.32

### The present tense of regular verbs

In Spanish, there are three types of infinitive: **-ar** (e.g. **hablar** – to talk), **-er** (e.g. **comer** – to eat) and **-ir** (e.g. **vivir** – to live). To form the present tense, take off the **-ar**, **-er** or **-ir** and add:

	-ar	-er	-ir
I	o	o	o
you (singular)	as	es	es
he/she/it	a	e	e
we	amos	emos	imos
you (plural)	áis	éis	ís
they	an	en	en

Hago...	I do...
atletismo	athletics
ballet	ballet
boxeo	boxing
ciclismo	cycling
equitación	horseriding
gimnasia	gymnastics
natación	swimming
con	with
deportista	sporty
el/la deportista	sportsperson
diferente	different
excelente	excellent
terrible	terrible
el equipo	team
el partido	match
la selección nacional	national team

<https://quizlet.com/gb/499631203/mis-pasatiempos-32-year-7-unit-3-claro-1-flash-cards/>



## Aa Gramática

p.66; WB p.33

### Jugar and hacer

**Jugar** is a radical-changing verb in the present tense.

jugar	to play
juego	I play
juegas	you (sing) play
juega	he/she plays
jugamos	we play
jugáis	you (pl) play
juegan	they play

Use **jugar** with **al** + sport: **jugar al fútbol** (to play football).

**Hacer** is irregular in the first-person singular.

hacer	to do
hago	I do
haces	you (sing) do
hace	he/she does
hacemos	we do
hacéis	you (pl) do
hacen	they do

hacer natación      to do swimming





aburrido/a	<i>boring</i>
apasionante	<i>exciting</i>
difícil	<i>difficult</i>
divertido/a	<i>fun</i>
emocionante	<i>exciting</i>
fácil	<i>easy</i>
lento/a	<i>slow</i>
rápido/a	<i>fast</i>
me chifla	<i>I love...</i>
me fascina...	<i>fascinates me</i>
me interesa...	<i>... interests me</i>
me mola	<i>I love</i>
en mi opinión	<i>in my opinion</i>
para mí	<i>for me</i>
porque	<i>because</i>

En mi opinión	In my opinion
Creo que	I believe that
Pienso que	I think that

### ↑ ¡Arriba, arriba!

You already use *me encanta* ('I love') and *me gusta* ('I like'). Make your opinions more original by using these structures that work in the same way:

<i>me mola</i>	<i>me interesa</i>
<i>me chifla</i>	<i>me fascina</i>
• <i>Me mola/Me chifla el fútbol.</i>	I love football./Football is great.
• <i>Me interesa/Me fascina la equitación.</i>	Horse riding interests/fascinates me.

### Aa Gramática

p.67; WB p.34

#### Extending opinions with *porque*

Combine your use of verbs such as *me encanta*, *me gusta*, etc. with *porque* (because) to extend your opinions.

- *Me gusta la natación porque es divertida.*

Note that you must add an *-n* at the end of verbs like *me gusta* if what you are talking about is plural.

- *Me molan los gatos.*

In this case, you will also need to change *es* to *son*.

- *Me molan los gatos porque son pequeños.*

### ¿Qué tiempo hace?



el tiempo	<i>weather</i>
¿Qué tiempo hace?	<i>What's the weather like?</i>
hace (mucho) calor	<i>it's (very) hot</i>
hace frío	<i>it's cold</i>
hace sol	<i>it's sunny</i>
hace viento	<i>it's windy</i>
hay niebla	<i>it's foggy</i>
hay tormenta	<i>it's stormy</i>
llueve (mucho)	<i>it's raining (a lot)</i>
nieva	<i>it's snowing</i>
el calor	<i>heat</i>
el frío	<i>cold</i>
cuando	<i>when</i>
si	<i>if</i>

Este fin de semana	This weekend
Durante las vacaciones de verano	During the summer holidays
voy a	I am going
salir con amigos	to go out with friends
jugar al fútbol	to play football
escuchar música	to listen to music
descansar	to relax
ir de vacaciones	to go on holiday
visitar monumentos	to visit monuments

<https://quizlet.com/gb/709849443/34-brr-hace-frio-flash-cards/>





# Sonority City

## Exploring Instruments of the Orchestra

### A. Key Words, Terms and Facts about the Orchestra

**ORCHESTRA** – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA**, **THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

**CONDUCTOR** – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the **TEMPO** and **BEATS TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO**, and mood.

**FAMILIES/SECTIONS** – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS**, **WOODWIND**, **BRASS** and **PERCUSSION**.

**TUNING UP** – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other.

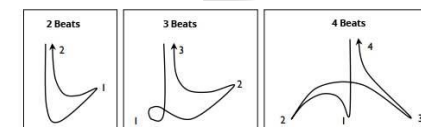
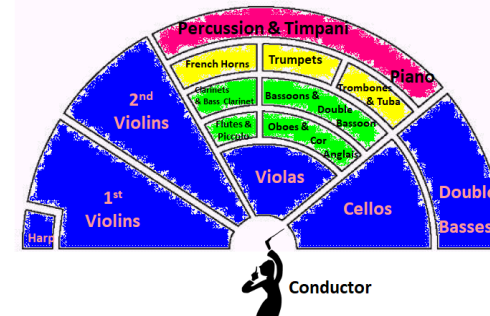
The **OBOE** always sounds the note 'A' which all other instruments **TUNE** to.

**SONORITY** (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – **velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.**

**PITCH** – The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (**high/low, getting higher/lower, step/leap**).



### B. The Layout of the Orchestra and Famous Conductors

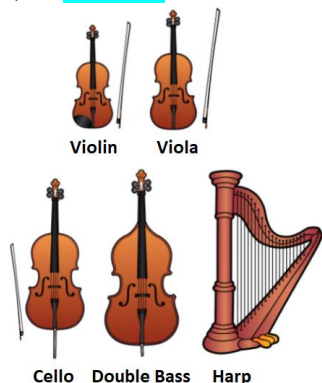


### C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor.

Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**.

**VIOLINS** split into two groups: **1<sup>st</sup> VIOLINS** (often have the main **MELODY** of the piece of music) and **2<sup>nd</sup> VIOLINS**.

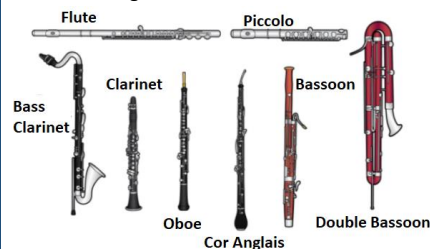


### D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**.

**FLUTES**: Flute and Piccolo – air blown over hole.

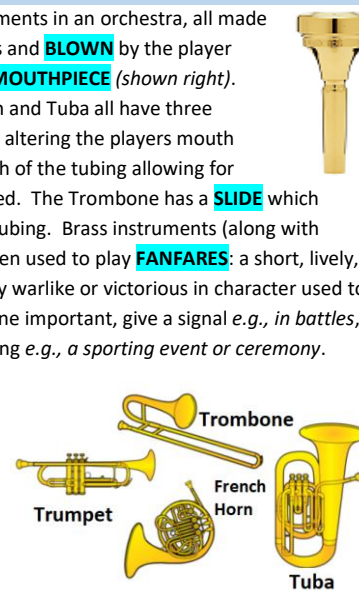
**SINGLE REED** (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it) **DOUBLE REED** (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



### E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** (shown right). The Trumpet, French Horn and Tuba all have three **VALVES** which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal e.g., in battles, of the opening of something e.g., a sporting event or ceremony.

Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.



### F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then **hit, struck, scraped, or shaken**.

**TUNED PERCUSSION** (able to play different pitches/notes)



**UNTUNED PERCUSSION** (only able to produce 'sounds').





## 1. Rules

Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair. Some athletics events you are likely to cover include the following;

- 100 metres – You must stay in your lane
- 200 metres - You must stay in your lane
- 400 metres - You must stay in your lane
- 800 metres
- 1500 metres
- 110 metres hurdles - You must stay in your lane
- 4 x 100 metres relay - You must stay in your lane
- High jump – 1 foot take off
- Long jump – 1 foot take off
- Triple jump – 1 foot take off
- Shot put – Stay with in the line, no throwing
- Discus throw – stay with in the circle
- Javelin throw – Throw behind the white line

## 5. Where we compete

Athletes compete on a standard 400m Tarten track. Athletes sometimes compete on the road or cross country.

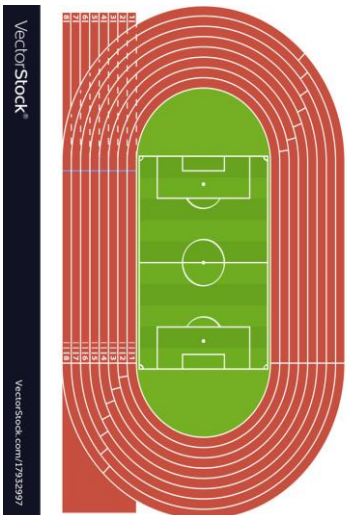
The events are broken up to categories.

Track:

Running

Field:

Jumping and throwing.



## 2.Field

**Jumping** – Long jump, triple jump, high jump, pole vault. The aim is to jump as high or far as possible.

**Long Jump** – The toe of the jumper's shoe, must be behind the leading edge of the take-off board. Long jumpers are measured from the forward edge of the take-off board made by any part of the body of the jumper. **Take-Off** – Sprint as fast as you can towards the marker. Keep your hips high at take-off. Fully extend hips, knee and ankle. Keep your body upright. Drive the free knee up and forwards. Drive the take-off foot down and back. **Flight** – Bring arms above head. Keep body upright. Hold the thigh **parallel** to the ground during flight. **Landing** – Arms reach for toes just before landing. Reach legs out in front at landing. Bring legs forward and together. Land with heels first, bend knees to absorb momentum. Collapse body forward or sideways.

## 3. Key muscles and bones

### Muscles

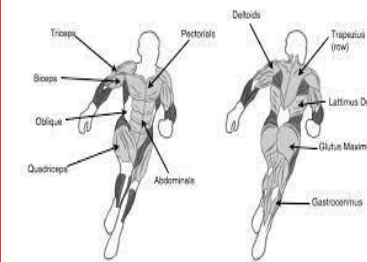
Quadriceps - Legs

Gastrocnemius -Legs

Hamstrings - Hamstring

Biceps - Arms

Triceps –Arms



## 6. Key Vocabulary Understand these key words

Word	Definition
<b>Speed</b>	To move quickly
<b>Acceleration</b>	To go from still to moving at speed as fast as possible
<b>Hurdles</b>	An obstacle that a runner may have to jump over during a race
<b>Reaction Time</b>	How quickly you react to a stimulus
<b>Track</b>	Events that involve running, usually on the running track
<b>Field</b>	Events that a based around jumping and throwing
<b>Finishing line</b>	The point at which the timer stops—You DO NOT STOP HERE!
<b>Lanes</b>	The running area that you are allowed in
<b>Endurance</b>	Being able to repeat a specific movement– running a long distance
<b>Power</b>	Force generated by your body to help move it.
<b>Momentum</b>	Creating speed that is used to transfer into power for a jump, throw or to gain top speed as quickly as possible

## 4.Track

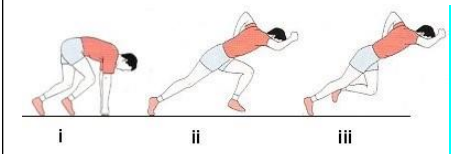
**Sprint** – 100m, 200m and 400m. The aim is to finish in the quickest time. 100m is a straight run. 200m includes a bend and you have a staggered start. 400m is one full lap of an official sized track and you have a staggered start.

**Sprinting technique** – Keep your body straight and your head still. Keep the shoulders low and relaxed. Run tall with high hips and knees. Drive the elbows back hard. Drive the knees forward. Cycle the foot quickly under your body. Drive the foot down to the ground and pick it up fast. In the 200m and the 400m allow your body to naturally lean in to the curve.

**Drive phase** -The drive is where you are looking to cover as much ground as possible through each stride, pushing with the leg that is in contact with the ground and driving the free leg through. In this phase the head must follow the body.

**Transition phase** -This transition phase is when you smoothly and gradually come upright into your stride. This is when you start move at a slightly faster tempo and begin to reach top speed.

**Fly phase** -The fly phase is when you are fully upright and at top speed. The key to maintaining as much top end speed as possible is a relaxed upper body and a quick foot contact and tempo



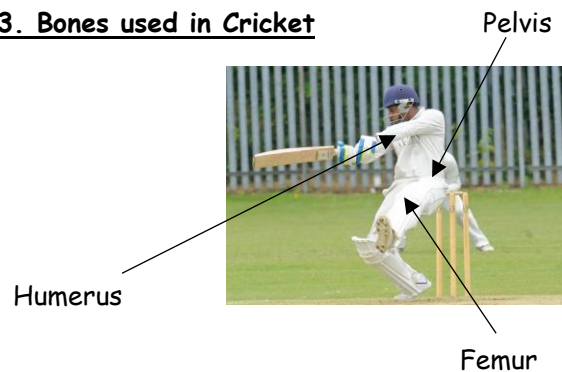
# Year 7 PE - Cricket

## 1. Scoring System-

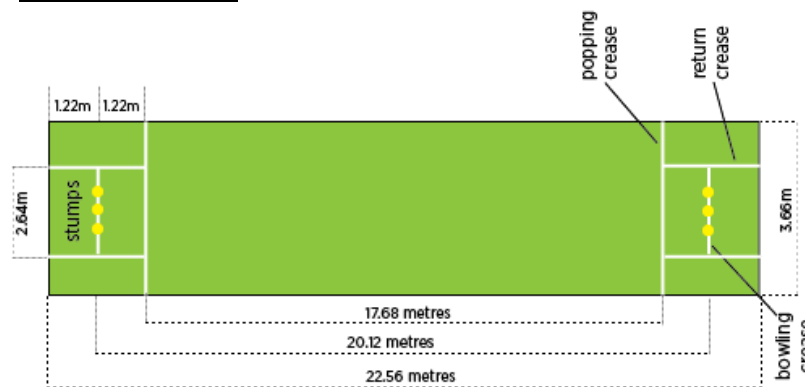
Every time the two batsmen run from one end of the wicket to the other they score one point, if they hit the ball over the boundary without bouncing they get 6, if it bounces they get 4 points.

The fielding team have to get 10 players out

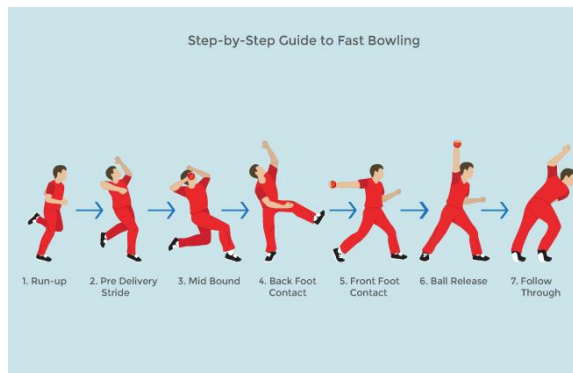
## 3. Bones used in Cricket



## 4. Cricket Pitch



## 6. Bowling Technique



## 7. Key Words

**Over** 6 balls bowled by the same person from the same end makes 1 over

**Umpire** The name of the officials that run a game of cricket

## 2. Skills & Techniques

### Catching

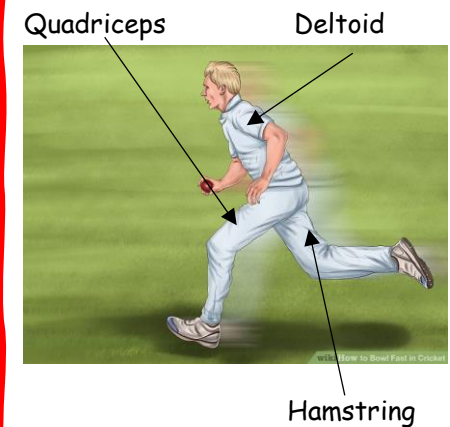
Catch the ball using two hands where possible, cup and by either joining both small fingers if down low or thumbs if up high, watch the ball into the palms of the hands and close the cup, cushion the ball



**Fielding:** Long barrier: used to stop the ball that is travelling at pace and in danger of going to the boundary, one knee to the floor, turn side on, make a barrier in case you can't stop with hands.



## 5. Muscles Used In Cricket



## 6. Components of Fitness

**Timing** - Being able to hit the ball at the right time when the bowler bowls to you

**Reaction Time** - Reacting to when the bowler bowls the ball at you or when fielding to stop or catch the ball

# YEAR 7 PE - ROUNDERS

**1. Match:** A match usually consists of two innings. Both teams bat and field twice, the winning team is the one with the most rounders at the end of the game. An innings can consist of a set number of good bowls or until the fielding team have fielded all the batting team out.

## 2. Pitch layout:



The rounders pitch is rectangular in shape with areas marked out for the batter and bowler to stand. There are four posts which batters must run around to score a rounder.

**3. Scoring:** A rounder is scored by the batting team when a player hits the ball and runs around all 4 posts. A half rounder is scored if the batter hits the ball and runs to the second post. A half rounder can also be scored if the batter does not hit the ball but runs around all four posts.

**4. Rules:** Rounders games are played between two teams. Each team has a maximum of 15 players and a minimum of 6 players. No more than 9 players may be on the field at any one time. One team bats while the other team fields and bowls. The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for. If the batter reaches the 2nd or 3rd post in one hit, the batting team scores  $\frac{1}{2}$  a Rounder. If the batter reaches 4th post in one hit, the batting team scores a Rounder. Games are usually played over 2 innings with the aim of the game to score the most Rounders.

## 5. A batter is out when:

- The post a batter is running to is stumped.
- The batter is caught out.
- A batter overtakes another batter on the track.
- A batter deliberately drops or throws their bat.
- The batter misses or hits the ball and their foot is over the front or back line of the batting square.
- A batter runs inside the posts (unless obstructed).



## 6. Skills/ techniques:

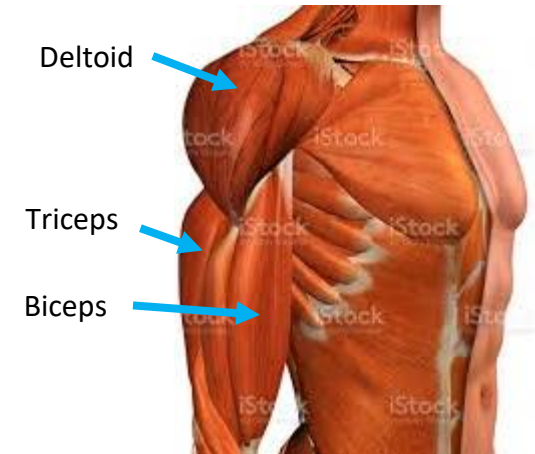
**BATTING** – A skill which allows the bat to contact the ball.

**THROWING** – A technique to field the ball to the correct position at the correct pace and direction.

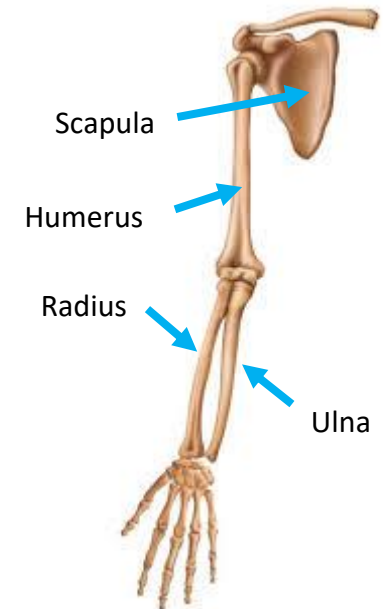
**CATCHING** – The ability to get in the correct position for the fielder to catch the ball.

**BOWLING** – A technique to deliver the ball in the correct position for the batter to hit.

## 7. Muscles:



## 8. Bones:



## 9. Components of fitness:

**POWER** – The product of strength and speed (strength x speed)

**SPEED** – The maximum rate at which an individual is able to cover a distance in a period of time (distance ÷ time)

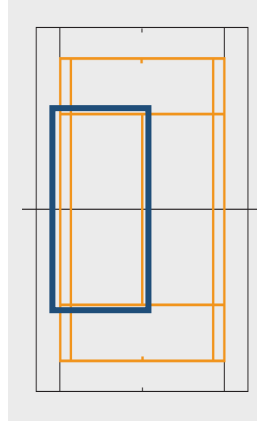


# YEAR 7 PE - TENNIS

1.

## Rules of the game:

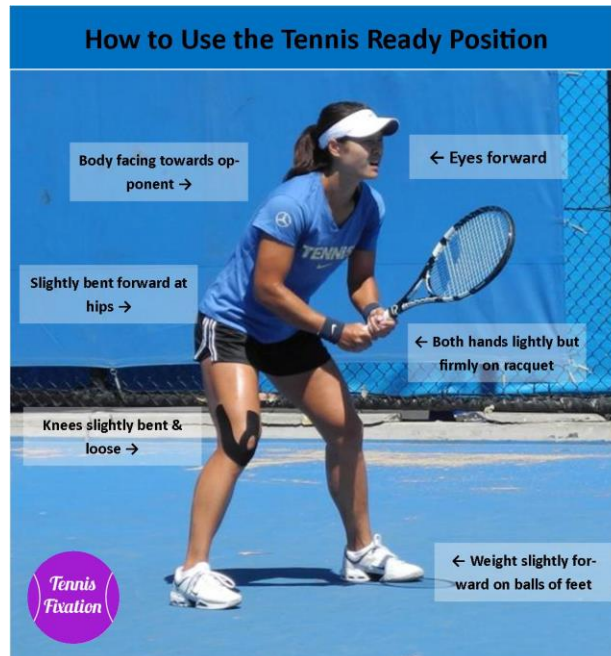
1. Aim is to strike the ball with the racket so it lands over the net within the boundaries of your opponents side
2. Ball can only be hit once
3. Serve underarm by bouncing the ball on the floor before striking
4. Let the ball bounce before you strike the ball
5. If the ball hits the net (and doesn't go over), or lands outside of the court marking this is a foul
6. Players cannot make contact with the net
7. You will use the dimensions of the court shown within the highlighted area in the image on the right



2.

## Ready position:

- To be prepared to return a shot
- Ready position like in the image to the right
- Read: look where the incoming ball is coming to ensuring you are stood far enough back to react
- Move feet quickly to get into a position to return the ball



3.

## Forehand stroke:

1. Get to the side of the ball by moving your feet and turning outwards
2. You should now be in a side on position
3. Move the racket from low to high to strike the ball
4. Angle of the racket should be slightly closed downwards
5. Make a 'push' contact with the ball slightly in front of your shoes
6. Palm facing forwards



## Role Model



### Serena Williams:

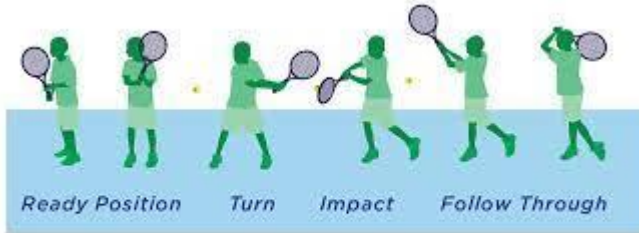
- 23 grand slam titles
- More than any man or woman in the sport

**Who would win? Serena Williams or Rafael Nadal? Why?**

# 4.

## Backhand stroke:

Stroke where the performer hits the ball with a swing that comes across the body.



## BACKHAND

Follow steps alike to the forehand stroke however, from the opposite side.

- Move feet to the to the side of the ball (right hand side if you are right handed or left hand side if you are left handed)

# 5.

## Moving the ball around the court.

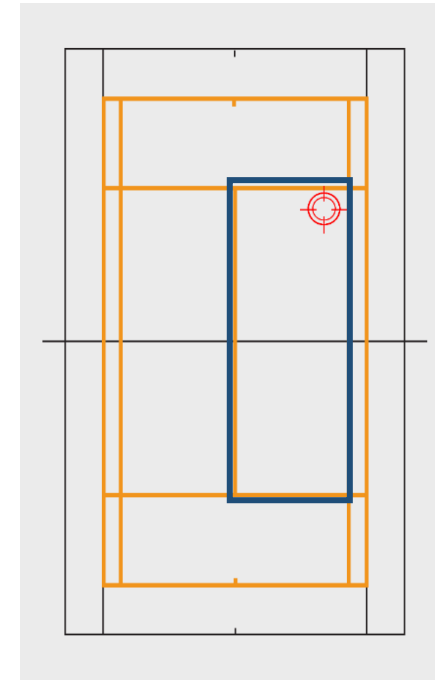
In order to score points, it is vital than you strike the ball so it lands in different areas of the court.

Look up to where your opponent in stood on the court.

Ask yourself, where is the space?

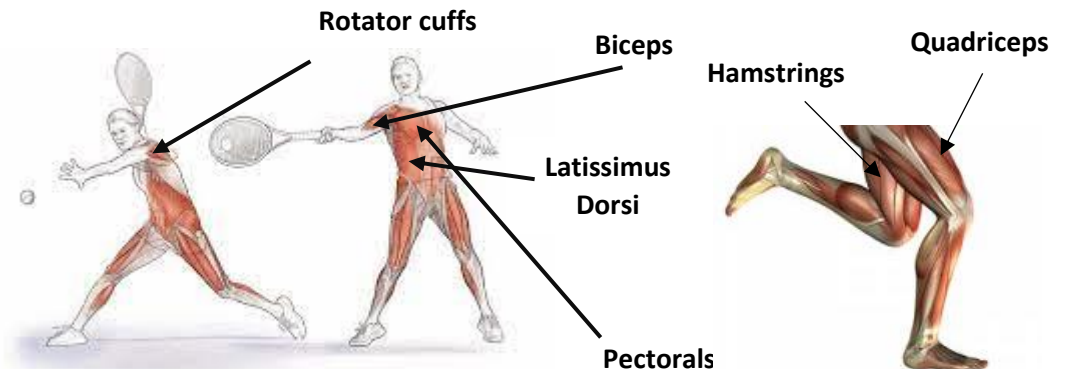
Move your body to the side of the ball quickly and ensure your body and the racket is facing in the direction you want to hit the ball. Then strike the ball to this area.

In the image on the right, if the opponent is stood at the target, where could you place the ball?



# 6.

## What muscles are used in tennis?



## Ethics of the game

**Etiquette:** unwritten rules of the game. Playing fairly.

- Shake hands before and after a game
- Be honest – if the ball has landed out, accept the decision and move on
- In 2016 Lleyton Hewitt served the ball to which the umpire called out. Jack Sock saw that the ball was in so advised Hewitt to challenge the call, to which is was given in



### Key words:

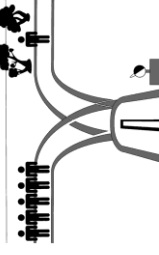
1. Discrimination	Treating somebody less favourably because of their nationality/ race/ gender etc.
2. Moral	An action or thought which is honest, fair or correct in some way
3. Prejudice	Thinking that someone is better or worse before even knowing them
4. Responsibility	Being in a position of trust to look after something or someone
5. Temptation	When we are influenced lead to do something immoral
6. Golden Rule	The teaching of Jesus that we should treat others as we would like to be treated
7. Immoral	An action or thought which is dishonest, unfair or destructive in some way
8. Integrity	Being able to stand up for what is right, or do what is right, even in the face of other pressures

### 9. Guilt

The feeling we get when we reflect on our actions and see them as immoral or wrong in some way. This is sometimes referred to as our 'conscience' and teaches us not to do that action again.

### 10. Dilemma

A situation where a difficult decision has to be made, where there is no clear right course of action



### 11. Absolute

There is one right course of action regardless of religion/ culture/ time

### 12. Relative

There are different courses of actions which are right in different situations

### 15. Three aspects of decision making

*Motive*- the reason or intention behind acting in a certain way

*Action*- the course or process of doing something

*Outcome*- The results or consequences of the action



### 16. Hamartia

The Greek word used in the New Testament to mean "sin", and literally means "to miss the target".

### 17. Character

Sometimes, you can judge the morality of a situation or person, not by rules but by their values.



### 13. CCC

The Catechism of the Catholic Church is a book which contains all of the key Catholic teaching and guidance on beliefs and ways of worshipping. It contains instructions from the past 2000 years of the Catholic Church's History which are used to make moral decisions on issues today.

### 14. Conscience

On Morality, the CCC states; "When a person listens to their conscience, they can hear God speaking"



**18. Beatitudes**  
The Beatitudes are part of a teaching from Jesus called the “Sermon on the Mount” where he gives moral guidance. During it he describes peacemakers, the pure in heart and the merciful as “blessed” by God.

**19. Golden Rule**  
In Matthews Gospel, during the Sermon on the Mount Jesus tells his followers “to treat others as they would like to be treated”. He says this sums up the teaching in the Old Testament, and therefore is referred to as the “golden Rule”

**21. Mercy**  
Mercy is an act of forgiveness of kindness in response to suffering. The Church gives different acts of mercy including “feeding the hungry”

**FOODBANK**

**22. 10 Commandments**  
These are laws given to Moses by God in the Old Testament. They are unbreakable commands to help the Hebrews love God and Love each other.



**20. Greatest Commandment**  
In Matthews Gospel, Jesus is asked what the greatest commandment is, and he replies that they should love God and love their neighbour, quoting laws given to Moses by God in the Old Testament.

**24. Just War**  
The “just war” theory is an idea that there are conditions to be considered before and during entering into a war that make it justified and moral.

**25. Sanctity of Life**  
This describes how all life is Holy, and given to God. Therefore it belongs to God and only God can give or take life. It is based on Genesis 2, where God breathes life into Adam. It means that Christians are against actions that take life like abortion.

**23. Natural Law**  
This is an idea that God’s laws are universal and absolute. They are also readily available for people to discern by themselves, even if God hadn’t revealed them. For example, all people would naturally agree that killing is wrong.

**26. TAKE IT FURTHER...**

- What makes us responsible for our actions?
- Should the Church be able to tell us how to behave?
- Why is it important for people to have an agreed set of moral behaviour/ rules?
- Why shouldn’t people be able to do what they want?

**27. Think About...**

- Who would you go to for advice?
- What happens when you have two bad options to choose from?
- Are Jesus’ teachings useful/ relevant or realistic?
- Which is the most important from #15

You should be aiming for these <b>skills</b> on every assessment <b>page</b>	
Knowledge and Understanding skills	<b>S</b> Show <i>Knowledge</i> and <i>understanding</i> of facts/ information/ points of view through detailed explanations and development
	<b>I</b> Influence on actions or belief
	<b>L</b> Lots of <u>Language</u> that is topic specialist and/ or religious in nature
	<b>S</b> Sources of wisdom/ authority that <i>explain</i> or <i>support</i>
Evaluative skills	<b>P</b> Points of <u>view</u> and alternative reasons
	<b>A</b> Analysis (detailed explanation of features and key points of arguments)
	<b>G</b> Good <u>Judgements</u> made on what the answer to the question is
	<b>E</b> Evaluation of which points are more convincing



**REDEPT**



Key words:

1. Guru Granth Sahib	The holy book containing hymns written by Gurus. The book is given the same respect as a human Guru.
2. Khalsa	A committed and initiated Sikh who demonstrates their devotion to the faith.
3. Gurdwara	the holy place of worship
4. Guru Nanak	The first Guru (a spiritual leader) who founded Sikhism on the teaching of equality
5. Khanda	A double-edged sword; also the symbol of Sikhism
6. Kaccha	Loose shorts worn by Sikh men as underclothes; one of the 5 Ks
7. Kangha	A small comb; one of the 5Ks
8.Kara	A steel bracelet worn on the right wrist; one of the 5 Ks
9.Kesh	Uncut hair; one of the 5 Ks
10.Kirpan	A small dagger; one of the 5 Ks

11. Background of Guru Nanak

RELIGIOUS EXPERIENCE

The Guru Nanak born into a Hindu family 1469 in India. He had a religious experience before he started the religion

See Keyword #4



16. The 5 K's

Khalsa Sikhs wear five symbols to show their devotion to Sikhism. The are...

13. Guru Nanak's enlightenment :

*There is no Hindu and no Muslim, so whose path shall I follow? God is neither Hindu nor Muslim and the path I shall follow is God's*

16. Kara – Bracelet,

A symbol of God having no beginning or end.

See Keyword #8



17. Kirpan – Sword; symbolises power and freedom of spirit and cannot be used as an instrument of violence.

See Keyword 10



14. FESTIVALS

Amrit Ceremony

An initiation for one to become a baptised Sikh, It was introduced by Guru Gobind Singh .



Kachera

Give a feeling of dignity, modesty, and honour to the person who wears it.

See Keyword #6



15.

The Guru Granth Sahib

The **Guru Granth Sahib** is the Sikh holy book.

To Sikhs, it is more than just a book. It represents the actual word of God and is considered to be the modern day equivalent of the living Guru. It plays a central role in many areas of a Sikh's life.

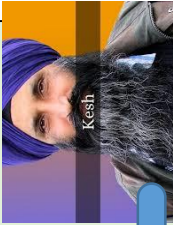


See Keyword #1

29. Kesh- Uncut hair

Keeping hair uncut indicates that one is willing to accept God's gift as God intended it

See Keyword #9



20. Kanga- Comb,


Shows the importance of looking after The body which God has created

See Keyword #7



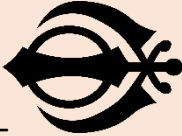
### 21. The Mool Mantra

The opening text of the Guru Granth Sahib which states “There is only one God”



### 23. SIKHISM SYMBOLS: THE KHANDA

- The right edge of the Khanda – freedom and authority and the circle signifies oneness, unity, justice, humanity and morality.




[See Keyword #5](#)

**22. Equality**  
Sikhism is a religion of equality as shown from the Langar meal, the Gudwara.

### 24. THE GUDWRA

Some of the features of a Gudwara are Diwan Hall, School, Kitchen, Langar and Shoe Hall



[See Keyword #3](#)

### 21. Key teachings in Sikhism

Keep God in your heart & mind,  
Be honest & hard working,  
Treat everyone equally  
Share wealth with others



### 26. TAKE IT FURTHER...

- What is it like to be a Sikh in England?
- How does the Sikh beliefs affect their way of life?
- Can religious rules override some of the school rules?










### 27. Think About...

- Which of the Sikh teachings would benefit A Catholic at Bishop Ullathorne (Compare with the Ullathorne way values)?
- Compare Guru Nanak to William Ullathorne’s religious experience



You should be aiming for these <b>skills</b> on every assessment <b>page</b>	
Knowledge and understanding skills	<b>S</b> Show <b>Knowledge</b> and <b>understanding</b> of facts/ information/ points of view through detailed explanations and development
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	<b>E</b> Evaluation of which points are more convincing



A **chemical reaction** is a change in which atoms rearrange and join together differently to make new substances. **Physical changes** are changes that do not make new substances.

### Equations

The substances that you start with in a reaction are called reactants, and the ones you finish with are the products.

We can represent a reaction with a **word equation**.

The reactants are on the left  
The products are on the right  
There is an  $\rightarrow$  from the reactants to the products



We can also use a **balanced formula equation** to represent a reaction.



A balanced formula equation shows:

- the formula of each substance in the reaction
- how the atoms are rearranged
- the relative number (ratio) of atoms of each substance.

If a chemical reaction is happening you might:

- see flames or sparks
- notice a smell
- Here fizzing or a bang
- feel the temperature of the reaction mixture going up or down

### Speed of reactions

Some reactions are very fast but others can be very slow.

Adding a **catalyst** can speed up a reaction, for example, to make a product more quickly.

Different reactions require different catalysts.

A catalyst isn't used up in the reaction but helps the reaction along.

Chemical reactions are normally not **reversible**.

This means that you cannot turn the products back into reactants.

### What happens during a reaction?

All chemical reactions involve an energy transfer to or from the surroundings:

Energy transfer	Temperature of surroundings	Type of reaction	Example
from the surroundings to the reaction mixture	decreases	<b>endothermic</b>	thermal decomposition
to the surroundings from the reaction mixture	increases	<b>exothermic</b>	combustion

### Conservation of mass

In a reaction, atoms are not created or destroyed – they are just rearranged.

The total mass of the reactants is always equal to the total mass of the products.

This is called **conservation of mass**.

If the mass seems to increase, it is because atoms have been added from a gas.



If the mass seems to have decreased, it is because atoms have rearranged and formed a gas that has escaped.



Changes of state are not chemical reactions, but they are reversible. This is called a **physical change**.

This is because no new substances are made.

*For example, Water, ice, and steam are all made of molecules of the same substance ( $\text{H}_2\text{O}$ ) in different states, and the change from one state to another is reversible.*

### Types of reaction

#### Thermal decomposition reactions

A **decomposition** reaction is when a substance breaks down into simpler substances.

Most decomposition reactions need heat to happen – this is called **thermal decomposition**.

**Oxidation** is when substances react with oxygen.

**Combustion** is a type of oxidation reaction where a **fuel** reacts (burns) with oxygen this transfers energy by heating.

Petrol, diesel, and coal are all **fossil fuels** and take millions of years to form.

They cannot be replaced when used, and will eventually run out, so are called **non-renewable** (finite).

Fossil fuels produce carbon dioxide and water when combusted. Extra carbon dioxide released into the air can cause climate change.

**Hydrogen** can also be combusted and used as fuel.

This may be better than using fossil fuels because it only produces water as a product.



### Key Words

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

balanced formula equation   catalyst   chemical reaction   combustion reaction   conservation of mass   decomposition   endothermic change   exothermic change   fossil fuel   fuel   non-renewable  
oxidation reaction   physical change   product   ratio   reactants



# Chapter 4: Acids and alkalis

## Knowledge organiser

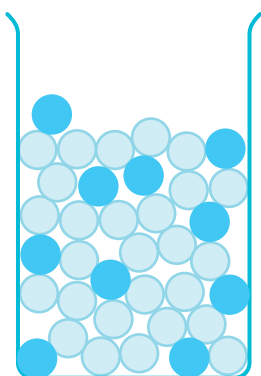
### Acids and alkalis

**Acids** and **alkalis** are special solutions which are chemical opposites to each other.

If a solution is exactly between acid and alkaline it is **neutral**.

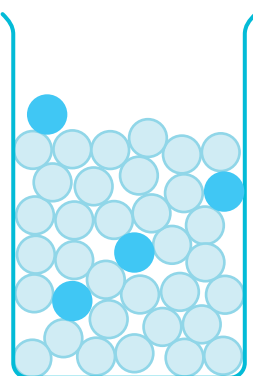
Acids and alkalis can be:

**concentrated**



Lots of acid/alkali particles in a small amount of water

**dilute**



A small number of acid/alkali particles in a lot of water.

Some acids and alkalis are **corrosive**.

This means that they can cause burns if they get on your skin.



Acids and alkalis can be extremely dangerous, depending on the type of acid/alkali and its concentration.

As a general rule the more concentrated the solution, the more dangerous it can be.

### Indicators

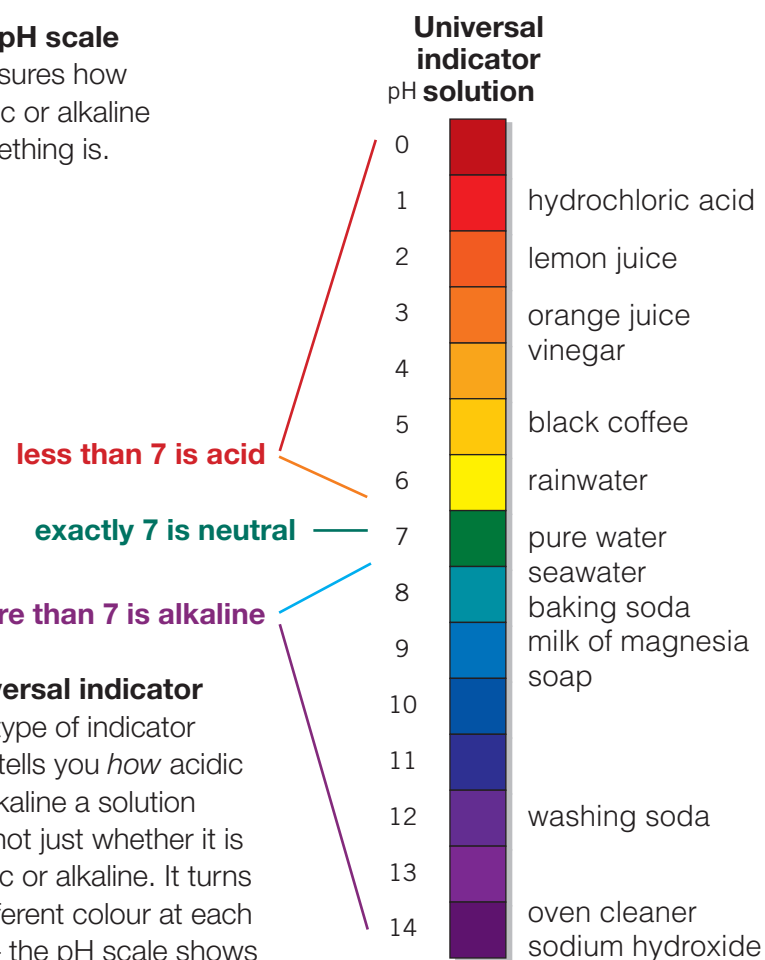
If you want to know if something is an acid or alkali, you need to use an **indicator**. Indicators contain a dye that turns different colours in acidic and alkaline solutions.

**Litmus** paper is a type of indicator. It can be either **red** paper or **blue** paper.

In acid – **blue** paper turns **red**

In alkali – **red** paper turns **blue**.

The **pH scale** measures how acidic or alkaline something is.



**Universal indicator**

Is a type of indicator that tells you *how* acidic or alkaline a solution is – not just whether it is acidic or alkaline. It turns a different colour at each pH – the pH scale shows the colours of universal indicator in solutions of different pH.

### Reactions with acids

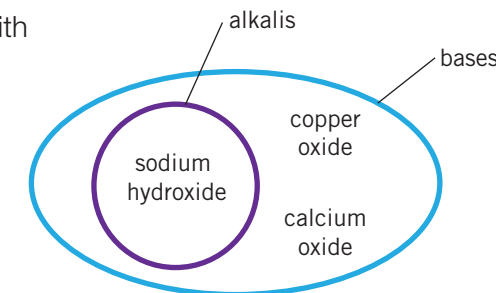
When an acid reacts with a metal element or compound a **salt** is formed. The hydrogen atoms of the acid are replaced with atoms of the metal element.



A **base** is a compound that can react with an acid to make a **neutral** solution.

This is called **neutralisation**.

Bases that are soluble in water are alkalis.



Neutralisation reactions produce water and a salt.

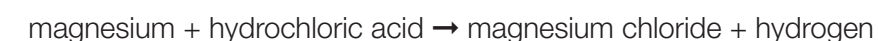


for example,



Metals can also react with acids, but they produce a salt and hydrogen gas.

for example,



### Naming salts

The name of the metal comes first, e.g., **magnesium** chloride.

Different acids produce different types of salt:

- hydrochloric acid produces metal **chlorides**
- sulfuric acid produces metal **sulfates**
- nitric acid produces metal **nitrates**

### Key Words

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

acid alkali base concentrated corrosive dilute indicator litmus neutral neutralisation pH scale salt universal indicator



### How does light travel?

**Luminous** objects are sources of light, e.g., the Sun.

**Non-luminous** objects do not produce their own light, e.g., the Moon.

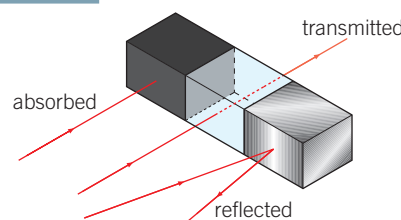
When light hits an object it can be **absorbed**, **reflected**, or **transmitted**.

If an object is:

**transparent** – most light is transmitted

**translucent** – light is scattered

**opaque** – no light is transmitted so a shadow is produced.



Light can travel through gases, some solids and liquids, and completely empty space (a vacuum).

The speed of light in a **vacuum** is about 300 000 km/s.

Distances in space are measured in **light-time**. Remember that light-time is a distance (not a measure of time).

A light-minute is the distance light travels in one minute.

A light-year is the distance light travels in one year.

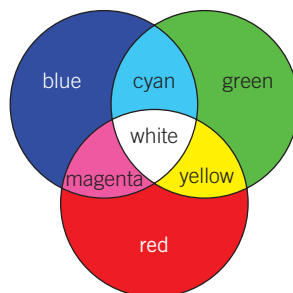
### Colours of light

A **prism** refracts different colours of light by different amounts. This disperses light into a continuous **spectrum** of colours.

The **primary colours** of light are **red**, **green**, and **blue**.

**Secondary colours** are produced when any two primary colours are mixed.

**Filters** subtract colours from white light, so that only one colour of light is transmitted.



Objects appear to be different colours because they reflect some colours of light and absorb others.

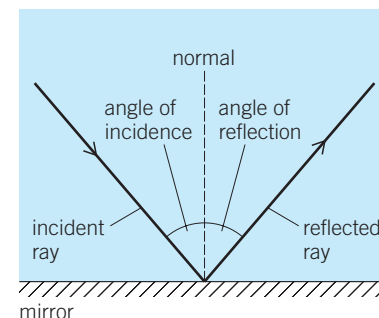
Black objects absorb all colours and white objects reflect all colours.

### Reflection and refraction of light

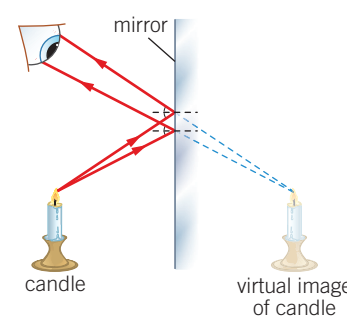
The **law of reflection** states that:

The **angle of incidence** is equal to the **angle of reflection**.

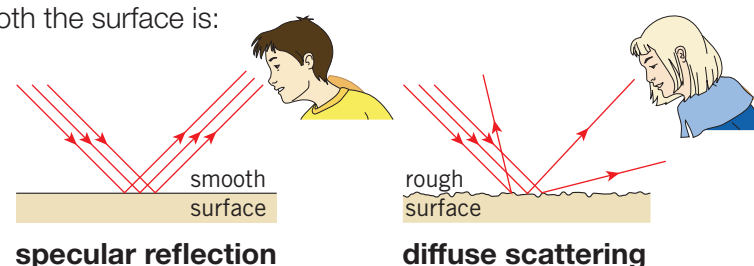
The **normal** is an imaginary line at 90° to the mirror.



Images in mirrors are **virtual** – they look like they are behind the mirror.



Whether or not you can see a clear reflected image depends on how smooth the surface is:

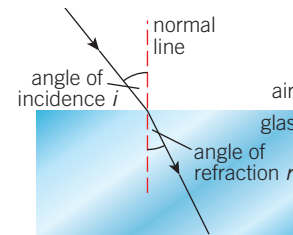


**Refraction** is when light changes direction when it travels from one **medium** (material, such as air or water) to another.

Refraction happens because light travels at different speeds in different materials.

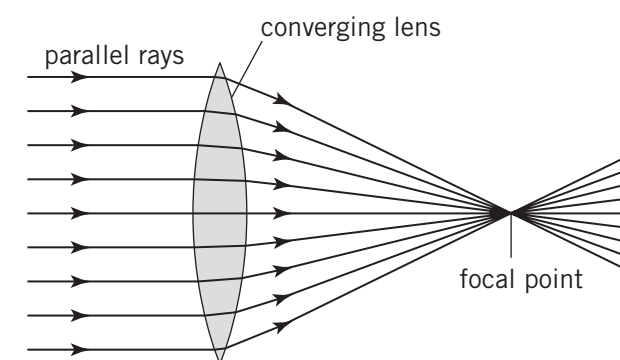
Rays of light will be refracted:

- towards the normal if they slow down, such as going from air to glass
- away from the normal if they speed up, such as going from water to air.



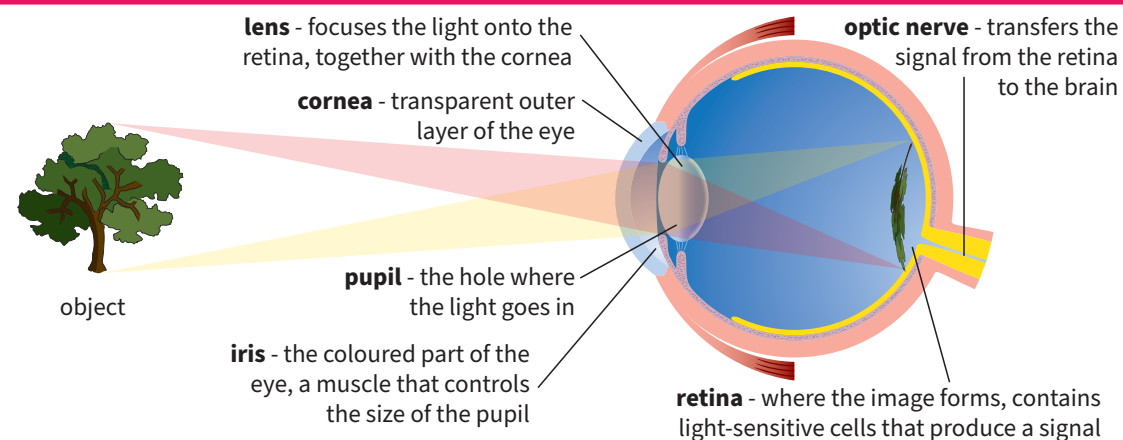
**Lenses** use refraction to spread out or **focus** light.

**Convex** (or **converging**) lenses (like the ones in your eyes) are shaped to focus the light to a point – called the **focal point**.



### How do eyes and cameras work?

Light entering your eye is refracted by the **lens**, focusing it on the **retina** and creating an inverted image. **Photoreceptors** detect the light hitting your retina and send an electrical impulse to your brain.



Cameras work in the same way as your eye – light passes through an opening and a **real image** is formed on a screen or film.

Digital cameras now have a **charge-coupled device (CCD)** instead of film – when light hits a **pixel** it produces an electrical charge.

### Key Words

Make sure you can write a definition for these key terms. **absorb** **angle of incidence** **angle of reflection** **aperture** **camera** **charge-coupled device** **continuous** **converging** **convex** **cornea** **diffuse scattering** **dispersion** **emit** **eye** **filter** **focal point** **focus** **image** **incident ray** **inverted** **iris** **law of reflection** **lens** **light-time** **luminous** **medium** **non-luminous** **normal** **opaque** **optic nerve** **photoreceptors** **pixel** **plane** **primary colour** **prism** **pupil** **ray** **real image** **reflect** **reflected ray** **refraction** **retina** **secondary colour** **source** **spectrum** **specular reflection** **translucent** **transmit** **transparent** **virtual image**





# P1 Chapter 4: Space Knowledge organiser

## Space

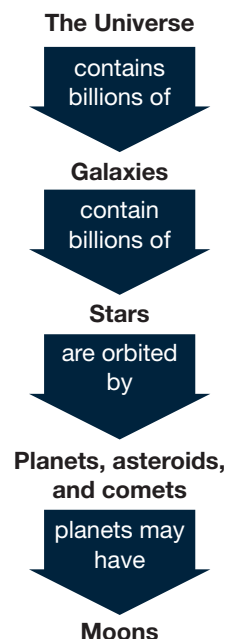
A **galaxy** is a collection of billions of **stars**.  
The Earth is in the **Milky Way** galaxy.

Planets are large objects that orbit stars, and do not **produce** light.

**Asteroids** are rocky objects smaller than planets, that also orbit stars.

Satellites are objects that orbit planets. This includes **natural satellites** (moons) and **artificial satellites** (e.g., the International Space Station).

**Meteors** are bits of rock which burn up in Earth's atmosphere. They are called **meteorites** once they hit the ground.

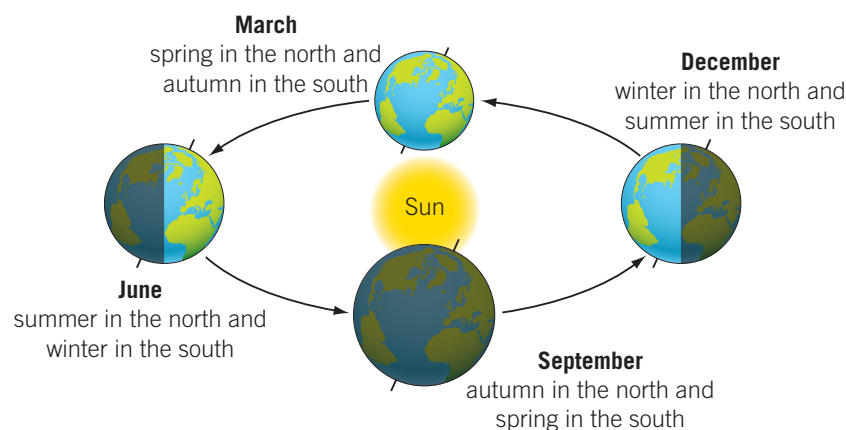


## The Earth

The Earth is the only place we have found life in the **Universe**.

It takes a **year** for the Earth to orbit the Sun - 365.2442 days. We add one day every fourth year (a leap year) because of the extra 0.2442 days.

The Earth's **axis** is tilted 23.4 degrees, which causes **seasons** (which have different day lengths and temperatures).

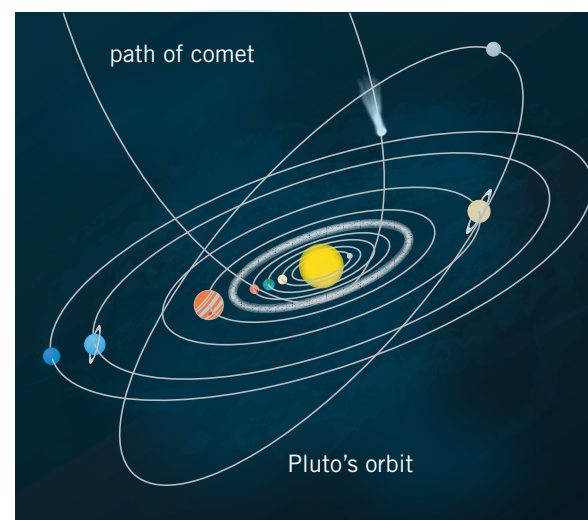


The Earth spins on its axis every 24 hours, giving us **day** and **night**.

## The Solar System

Our **Solar System** is everything that orbits around the Sun. This includes:

- Inner planets – the **terrestrial** (rocky) planets  
Mercury Venus  
Earth Mars
- **Asteroid belt** (Including the **dwarf planet** Ceres)
- Outer planets – the **gas giants**  
Jupiter Saturn  
Uranus Neptune
- Kuiper belt objects (such as Pluto)
- **Comets** (balls of ice)



The further a planet is from the Sun, the colder its temperature is (apart from Venus, because of its thick atmosphere).

**Gravity** pulled gas and dust together to form the Sun about 5 billion years ago. The planets then formed from a spinning disc of gas and dust around the Sun.

An exoplanet is a planet that is orbiting a star that is not the Sun.

A group of stars is called a **constellation**. Different constellations are seen in winter and summer because the Earth is moving around the Sun.

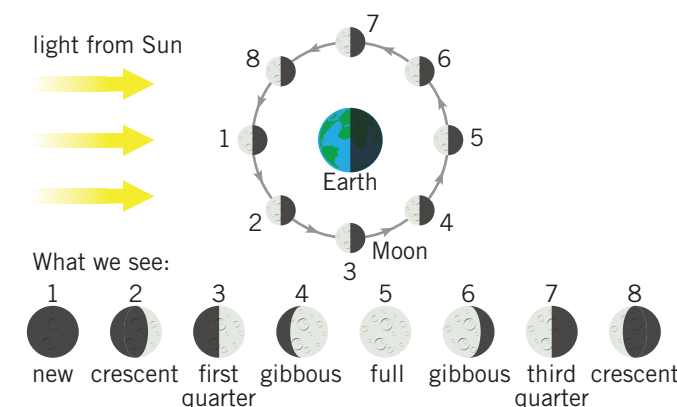
## The Moon

The **Moon** orbits the Earth every 27 days and 7 hours.

It takes the same amount of time to spin on its axis, so we always see the same side.

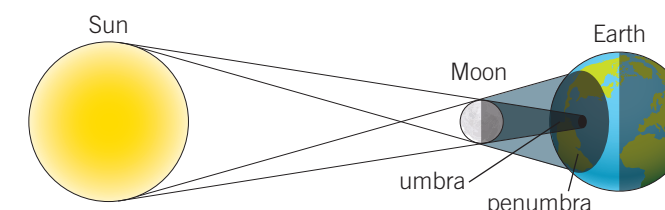
### Phases of the moon

As the Moon moves around the Earth different parts are lit by the Sun, so it looks different to us.



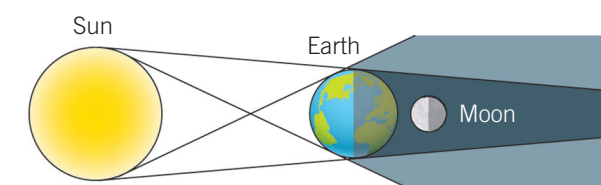
### Solar eclipses

The Moon blocks light hitting part of the Earth. The **umbra** is the region of total darkness (like night), and the **penumbra** is where the light is partially blocked.



### Lunar eclipses

The earth stops light hitting the Moon.



## Key Words

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

artificial satellite asteroid asteroid belt astronomer axis comet constellation day dwarf planet ellipse galaxy gas giant hemisphere lunar eclipse meteor meteorite Milky Way Moon natural satellite night partial solar eclipse penumbra phases of the Moon season Solar System star terrestrial total solar eclipse umbra Universe year