

TOTTINGTON
HIGH SCHOOL



YEAR 7
KNOWLEDGE
ORGANISERS

Asking Questions

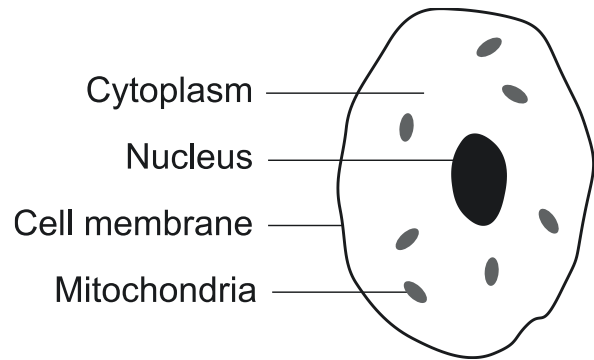
1. Science is about
 - a. **observing** the world (watching and listening)
 - b. **asking questions** about nature and how the world works
 - c. coming up with **ideas and explanations** that explain what we see
 - d. **testing** our ideas to see if they are true
 - e. using our knowledge and skills to **solve problems and improve lives**
2. A scientific question is one that
 - a. Can be **answered**
 - b. Can be **tested** or measured

Staying Safe

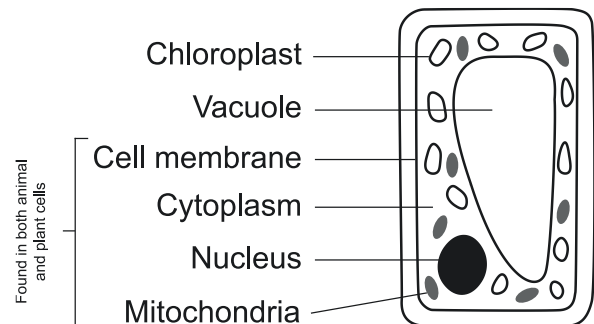
3. A **hazard** is something that can cause harm
4. A **risk** is the harm that might happen to you or someone else
5. A **precaution** is what you do to prevent a hazard from causing harm

Cells

6. Living things are called organisms
7. All organisms carry out the **7 life processes**: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition
8. All living things are made of cells
9. **Unicellular** organisms are made of only one cell e.g. bacteria
10. **Multicellular** organisms are made of many cells e.g. humans
11. Animal and plant cells contain a **nucleus, cell membrane, mitochondria** and **cytoplasm**



12. Only plant cells contain a cell wall, vacuole, and chloroplasts



13. The **nucleus** controls the cells activities because it contains DNA
14. The **cell membrane** controls what enters and leaves the cell
15. The **cytoplasm** is a jelly-like substance where reactions happen
16. The **cell wall** surrounds plant cells and provides strength and support
17. The **chloroplasts** are where photosynthesis take place to make food (glucose) for the plant and contain chlorophyll to absorb sunlight
18. The **vacuole** contains a liquid that stores substances for the cell and keeps it rigid

Specialised Cells

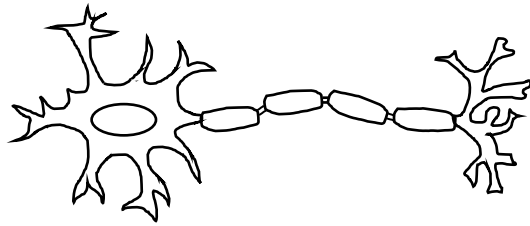
19. Specialised cells have different structures that let them carry out their function
20. **Sperm cells**: Their function is to swim to the egg cell for fertilisation. The structure



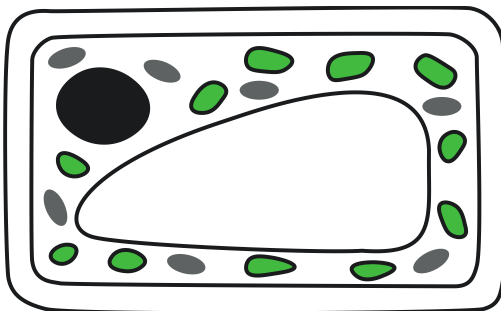
that helps them to do this is a tail for swimming



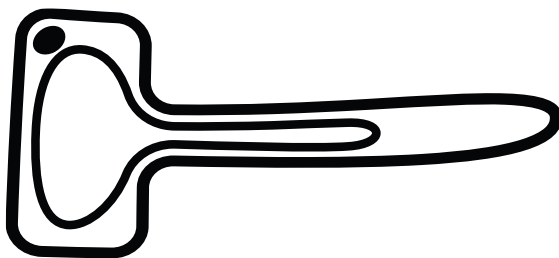
21. **Neurons** (nerve cells): Their function is to send messages to control the body. The structure that helps them to do this is a long axon and connections at the ends



22. **Leaf cells:** Their function is to take in lots of sunlight (for photosynthesis to make food). Their structure helps them to do this as they have lots of chloroplasts

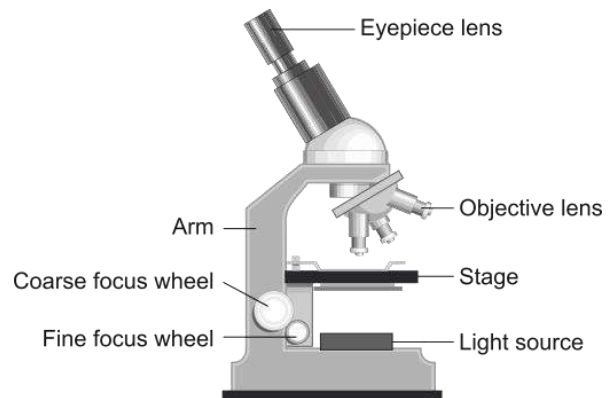


23. **Root hair cells:** Their function is to take in lots of water. To help them to do this, their structure consists of a large surface area to take water in



Microscopes

24. A microscope is used to make something small appear much larger
25. The parts of a microscope are: eye piece lens, stage, objective lenses, handle/arm, light/mirror, coarse focusing wheel, fine focusing wheel



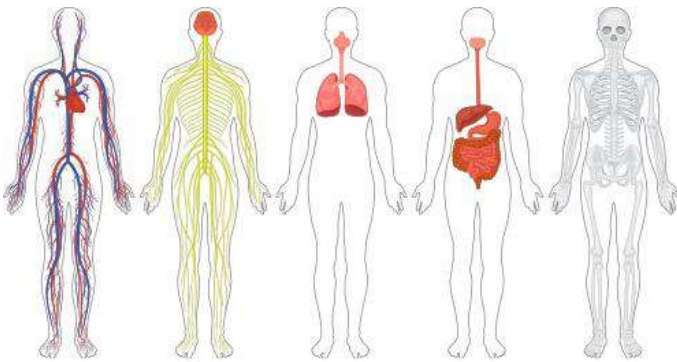
26. To calculate the magnification of an image seen under the microscope, this equation can be used:

$$\text{Magnification} = \text{eyepiece magnification} \times \text{objective lens magnification}$$
27. The following method should be used to observe something under the light microscope:
- Place the specimen under the clips on the stage
 - Move the objective lenses so that the lowest magnification is facing the specimen
 - Move the stage up towards objective lens using the coarse focus wheel ensuring that it does not touch it
 - Place your hand on coarse focus wheel and look through the eyepiece lens
 - Move the coarse focus wheel slowly away from you so that the stage moves down
 - When the image becomes clearer, use the fine focus wheel instead and focus the image to make it clear



Cell Organisation

28. A group of the same cells working together is called a **tissue**
29. A group of tissues working together for the same function is called an **organ**
30. A group of organs working together for the same function is called an **organ system**
31. There are many organ systems in the human body including: respiratory, excretory, nervous, muscular, circulatory, skeletal and digestive



Circulatory system Nervous system Respiratory system Digestive system Skeletal system

32. Multicellular organisms require organ systems to carry out life processes





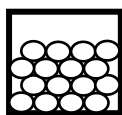
The Three States of Matter

- The three states of matter are **solids**, **liquids** and **gases**
- Solids, liquids and gases have different physical properties:

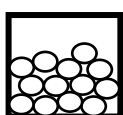
Property	Solid	Liquid	Gas
Does the object flow?	No	Yes	Yes
Can the object be compressed?	No	No	Yes
Does the object fill to fit the container?	No	No	Yes
Does the object have a fixed shape?	Yes	No	No
Does the object have a fixed volume?	Yes	Yes	No

The Particle Model

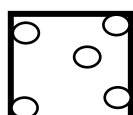
- All matter is made from tiny particles
- The arrangement of particles affects the properties of the substance
- The three states of matter can be represented by a simple model, in which the particles are represented by small circles



Solid



liquid



gas

- Particles in a **solid** are arranged in a regular pattern, touch each other and vibrate on the spot
- Particles in a **liquid** are arranged randomly, are touching and move freely
- Particles in a **gas** are arranged randomly, do not touch and move freely
- Some substances expand when heated. This is because when heated, particles have more energy. They vibrate more. The space between particles is bigger.

Changing State

- Changes of state involve the rearrangement of particles. The particles themselves do not change.
- A substance **melts** when it changes from a solid to a liquid
- When a solid melts, the particles gain **energy** from the surroundings, so they begin to **vibrate faster**. The particles move away from their places in the arrangement and start to move around more.
- A substance **freezes** when it changes from a liquid to a solid
- When a liquid starts to freeze, its particles move more slowly as they lose **energy** to the surroundings. The particles form a **regular arrangement** and vibrate on the spot.
- Melting and freezing of a substance happens at a certain temperature called the **melting point**
- A substance **boils** when it changes from a liquid to a gas
- During boiling, a **liquid is heated**. The particles **gain energy**. They **move further apart**. This **forms a gas**.
- A substance **condenses** when it changes from a gas to a liquid
- During condensation, a **gas cools**. The particles **lose energy**. They **move closer together until they are touching**. This **forms a liquid**.
- Boiling and condensing take place at the **boiling point**.
- The **boiling point** is the temperature at which a liquid changes into a gas.

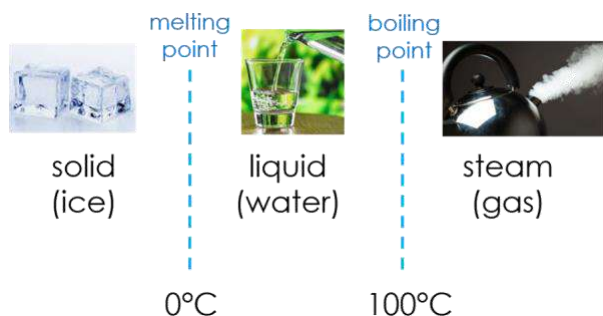




C1.1 Particles Knowledge Organiser

22. When boiling occurs, Bubbles of the **substance** rise up to the surface and escape into the air.

23.

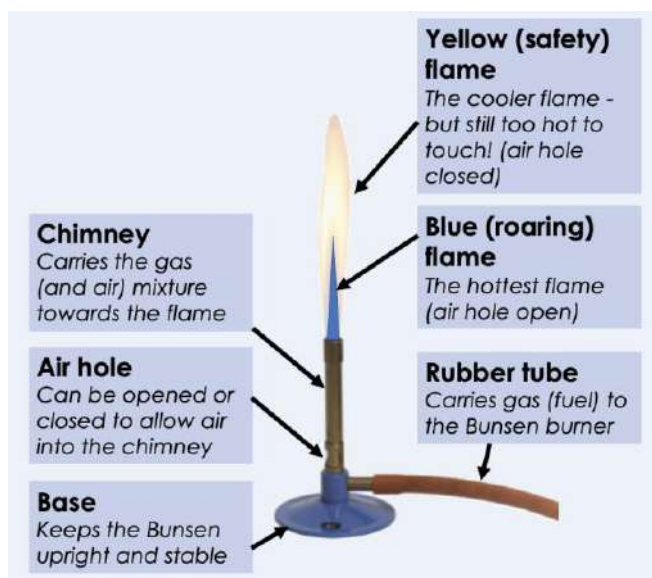


24. The **particles in a solid** can **vibrate in a fixed position** and cannot move from place to place because they do not have enough energy to overcome the forces that attract the particles towards each other

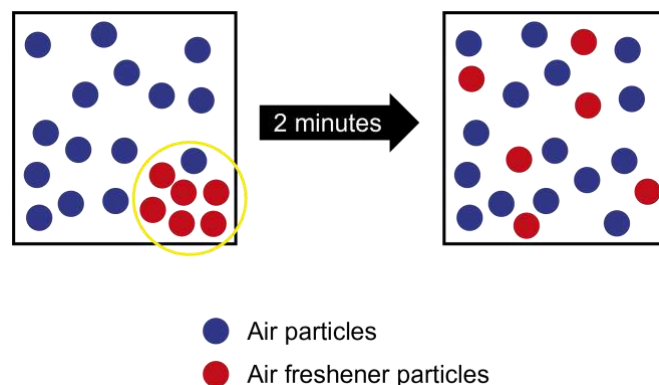
25. The **particles in a liquid** are able to **move around each other** because they have more energy than particles in a solid but not enough to completely overcome the forces of attraction

Heating substances

26. A Bunsen burner, electric heater and water bath can all be used to heat substances.



27. Diffusion is the movement of particles from a **high concentration** to a **low concentration**.



The particles of red gas diffuse over 2 minutes. The particles of the red gas move from a higher concentration to where the concentration is lower.

28. **Diffusion happens in liquids and gases** because particles are free to move

29. **Diffusion cannot happen in solids** because particles in a solid are not free to move

30. **Diffusion happens faster** when the particles in a liquid or gas are moving **faster after heating**

Variables

31. A **variable** is anything that can change or be changed.

32. The **independent variable** (IV) is the variable you **change** (the variable you want to investigate)

33. The **dependent variable** (DV) is the variable you **measure** because it depends on the IV

34. The **control variables** (CV) are the variables you **keep the same** because they could affect the dependent variable





C1.1 Particles Knowledge Organiser

35. **Gas pressure** happens because of particles colliding with the walls of a container

36. Increasing the size of the container decreases the gas pressure as there will be less collisions.

37. Decreasing the size of the container increases the gas pressure as there will be more collisions.

38. The deeper underwater you travel, the greater the pressure.

39. The higher up you go into the atmosphere, the less the pressure.

40. Greater pressure compresses gas particles so they are closer together and have a smaller volume

Density and volume

41. Density is defined as the mass per unit volume of a substance.

42. Density = mass \div volume

$$\rho = \frac{m}{v}$$

Density measured in (g/cm³)

Mass measured in (g)

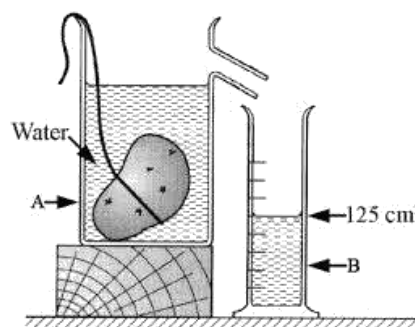
Volume measured in (cm³)

volume = length x width x height

$$(\text{cm}^3) \quad (\text{cm}) \quad (\text{cm}) \quad (\text{cm})$$

43. If an object has an **irregular shape**, the volume can be measured using a **displacement can**, or **Eureka can**.

44. The **displaced** water in the cylinder occupies the same amount of space as the irregular object. **The volume of water in the graduated cylinder is equal to the volume of the object.**





Y7 GERMAN
KNOWLEDGE ORGANISER



NAME: _____

KLASSE: _____

Wörter

(Seiten 24–25)

Hallo!

Wie heißt du?
Ich heiße ...
Hallo!
Guten Tag!
Wie geht's?
Gut, danke. Und dir?
Nicht schlecht.
Tschüs!
Auf Wiedersehen!

Meeting and greeting

What's your name?
My name is ...
Hello!/Hi!
Hello!
How are you?
Fine, thanks. And you?
Not bad.
Bye!
Goodbye!

Die Zahlen 1–19

eins
zwei
drei
vier
fünf
sechs
sieben
acht
neun
zehn
elf
zwölf
dreizehn
vierzehn
fünfzehn
sechzehn
siebzehn
achtzehn
neunzehn
Wie alt bist du?
Ich bin ... Jahre alt.
Wie alt ist (Julia)?
(Julia) ist ... Jahre alt.

Numbers 1–19

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
How old are you?
I am ... years old.
How old is (Julia)?
(Julia) is ... years old.

Meine Welt und ich

Wo wohnst du?

Ich wohne in ...
 Er/Sie/Es wohnt in ...
 ...England
 ...Irland
 ...Nordirland
 ...Schottland
 ...Wales
 ...Deutschland
 ...Österreich
 ...der Schweiz

Where do you live?

*I live in ...
 He/She/It lives in ...
 England
 Ireland
 Northern Ireland
 Scotland
 Wales
 Germany
 Austria
 Switzerland*

Wie bist du?

Ich bin ...
 Er/Sie ist ...
 faul
 freundlich
 intelligent
 kreativ
 launisch
 laut
 lustig
 musikalisch
 sportlich

What are you like?

*I am ...
 He/She is ...
 lazy
 friendly
 intelligent
 creative
 moody
 loud
 funny
 musical
 sporty*

Lieblingssachen

Mein Lieblingssport ist ...
 Mein Lieblingsmonat ist ...
 Meine Lieblingsmusik ist ...
 Meine Lieblingszahl ist ...
 Meine Lieblingssendung ist ...
 Meine Lieblingsfußballmannschaft ist ...
 Mein Lieblingsspiel ist ...
 Mein Lieblingsland ist ...
 Mein Lieblingsauto ist ...

Favourite things

*My favourite sport is ...
 My favourite month is ...
 My favourite music is ...
 My favourite number is ...
 My favourite programme is ...
 My favourite football team is...
 My favourite game is ...
 My favourite country is ...
 My favourite car is ...*

Was ist dein Lieblingssport?

Was ist deine Lieblingszahl?

Was ist dein Lieblingsland?

What's your favourite sport?

*What's your favourite
number?*

*What's your favourite
country?*

Hast du einen Computer?

Ich habe ...

einen Computer

einen iPod

einen Fußball

eine Gitarre

eine Wii

eine Schlange

ein Handy

ein Keyboard

ein Skateboard

Have you got a computer?

I have ...

a computer

an iPod

a football

a guitar

a Wii

a snake

a mobile phone

a keyboard

a skateboard

Fragewörter

Wie?

Was?

Wo?

Woher?

Wer?

Question words

How?

What?

Where?

Where ... from?

Who?

Oft benutzte Wörter

und

(und) auch

aber

sehr

ziemlich

nicht

Was denkst du?

Ich denke, ...

Ich auch!

Ich nicht!

High-frequency words

and

(and) also

but

very

quite

not

What do you think?

I think ...

Me too!

Not me!/That's not what I

Meine Welt und ich

Was? Du spinnst!

think!
What? You're joking!

Wörter

(Seiten 46–47)

Haustiere

Hast du ein Haustier?

Ich habe ...

einen Goldfisch

einen Hamster

einen Hund

ein Kaninchen

eine Katze

eine Maus

ein Meerschweinchen

ein Pferd

eine Schlange

einen Wellensittich

kein Haustier

Pets

Have you got a pet?

I have ...

a goldfish

a hamster

a dog

a rabbit

a cat

a mouse

a guinea pig

a horse

a snake

a budgie

no pet

Eigenschaften

Wie ist er/sie/es?

Er/Sie/Es ist ...

dick/schlank

frech/niedlich

gemein/süß

groß/klein

kräftig

schlau

(super)lustig

Er/Sie/Es kann ...

Italienisch sprechen

fliegen

Flöte/Fußball/Wii spielen

(schnell) laufen

lesen

Rad fahren

schwimmen

singen

Qualities

What is he/she/it like?

He/She/It is ...

fat/thin

cheeky/cute

mean/sweet

big/small

strong

cunning

(really) funny

He/She/It can ...

speak Italian

fly

*play the flute/football/on
the Wii*

run (fast)

read

ride a bike

swim

sing

springen
tanzen

jump
dance

Die Zahlen 20–100

zwanzig
dreißig
vierzig
fünfzig
sechzig
siebzig
achtzig
neunzig
hundert
einundzwanzig
zweiundzwanzig

Numbers 20-100

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
hundred
twenty-one
twenty-two

Meine Familie

Es gibt ... Personen in
meiner Familie.
meine Mutter
mein Vater
mein Bruder
mein Stiefbruder/Halbbruder
meine Schwester
meine Stiefschwester/Halbschwester
meine Eltern
meine Großeltern
Hast du Geschwister?

My family

There are ... people in
my family.
my mother
my father
my brother
my stepbrother/ half-brother
my sister
my stepsister/half-sister
my parents
my grandparents
Have you any brothers and
sisters?
I have two brothers.
I have three sisters.
I am an only child.
I have no brothers and
sisters.

Ich habe zwei Brüder.
Ich habe drei Schwestern.
Ich bin Einzelkind.
Ich habe keine Geschwister.

Die Farben

schwarz
weiß
grau
braun
rot
orange
gelb
grün
blau
indigoblau
violett
lila
rosa
bunt
hellblau/dunkelblau

Colours

black
white
grey
brown
red
orange
yellow
green
blue
indigo
violet
purple
pink
brightly coloured
light blue/dark blue

Haare und Augen

Er/Sie hat ...
schwarze/braune/blonde/rote Haare
kurze/lange/mittellange Haare
blaue/braune/grüne/graue Augen

Hair and eyes

He/She has ...
black/brown/blond/red hair
short/long/mid-length hair
blue/brown/green/grey eyes

Die Monate

Januar
Februar
März
April
Mai
Juni
Juli
August
September
Oktober
November
Dezember

The months

January
February
March
April
May
June
July
August
September
October
November
December

Familie und Tiere

Das Datum

Wann hast du Geburtstag?

am 1. (ersten) Januar

am 3. (dritten) Februar

am 7. (siebten) März

am 8. (achten) April

am 15. (fünfzehnten) Mai

am 29. (neunundzwanzigsten) Juni

Ich habe (heute) Geburtstag.

The date

When is your birthday?

on 1 January

on 3 Februray

on 7 March

on 8 April

on 15 May

on 29 June

It's my birthday (today).

Oft benutzte Wörter

und

aber

oder

ziemlich

sehr

High-frequency words

and

but

or

fairly, quite

very

Wörter

(Seiten 70–71)

Bist du sportlich?

Ich bin (sehr/ziemlich/
nicht sehr) sportlich.

Was spielst du?

Ich spiele ...

Ich spiele gern ...

Ich spiele ziemlich gern ...

Ich spiele nicht gern ...

Badminton

Basketball

Eishockey

Fußball

Handball

Tennis

Tischtennis

Volleyball

Wasserball

Are you sporty?

I am (very/quite/not very)
sporty.

What do you play?

I play ...

I like playing ...

I quite like playing ...

I don't like playing ...

badminton

basketball

ice hockey

football

handball

tennis

table tennis

volleyball

water polo

Was machst du gern?

Was machst du gern?

Ich fahre Rad.

Ich fahre Skateboard.

Ich fahre Ski.

Ich fahre Snowboard.

Ich lese.

Ich mache Judo.

Ich mache Karate.

Ich reite.

Ich schwimme.

Ich sehe fern.

Ich spiele Gitarre.

Ich tanze.

What do you like doing?

What do you like doing?

I ride my bike.

I go skateboarding.

I ski.

I snowboard.

I read.

I do judo.

I do karate.

I go horse riding.

I swim.

I watch TV.

I play the guitar.

I dance.

Wie findest du das?

Ich finde es ...

What do you think of it?

I think it's ...

Es ist ...

irre

super

toll

cool

gut

nicht schlecht

okay

langweilig

nervig

stinklangweilig

furchtbar

It's ...

amazing

super

great

cool

good

not bad

okay

boring

annoying

deadly boring

awful

Was machst du in deiner Freizeit?

Ich chill.

Ich esse Pizza oder Hamburger.

Ich gehe einkaufen.

Ich gehe ins Kino.

Ich gehe in den Park.

Ich gehe in die Stadt.

Ich höre Musik.

Ich mache Sport.

Ich spiele Xbox oder Wii.

What do you do in your free time?

I chill.

I eat pizza or hamburgers.

I go shopping.

I go to the cinema.

I go to the park.

I go into town.

I listen to music.

I do sport.

I play Xbox or on the Wii.

Ich bin online

Was machst du am Computer?

Was machst du auf deinem Handy?

Ich chatte mit Freunden/auf Facebook.

Ich lade Musik herunter.

Ich mache Fotos oder Filme.

Ich sehe Videos.

Ich simse.

Ich spiele Computerspiele.

I'm online

What do you do on the computer?

What do you do on your mobile?

I chat with friends on Facebook.

I download music.

I take photos or make films.

I watch videos.

I text.

I play computer games.

Ich suche und lese Infos
für die Hausaufgaben.
Ich surfe im Internet.
Ich telefoniere mit Freunden.
Ich mache ziemlich viel
auf meinem Handy.

*I look for and read information
for my homework.
I surf the internet.
I call my friends.
I do quite a lot of things on my
mobile.*

Oft benutzte Wörter

Wie oft?
(sehr/ziemlich/nicht so) oft
einmal/zweimal/dreimal
pro Woche/pro Monat
jeden Tag
jeden Morgen
manchmal
immer
nie
Wann?
am Wochenende
am Abend
heute
morgen
am Montag
nächste Woche
in zwei Wochen

High-frequency words

*How often?
(very/quite/not so) often
once/twice/three times
a week/a month
every day
every morning
sometimes
always
never
When?
at the weekend
in the evening
today
tomorrow
on Monday
next week
in two weeks*

Wörter

(Seiten 92–93)

Schulfächer

Deutsch
Englisch
Erdkunde
Geschichte
Informatik
Kunst
Mathe
Musik
Naturwissenschaften
Sport
Technik
Theater

School subjects

German
English
geography
history
ICT
art
maths
music
science
sport/PE
technology
drama

Meinungen

mein Lieblingsfach ist ...
ich mag ... (sehr)
ich liebe
ich mag ... nicht
ich hasse
gut
toll
furchtbar
einfach
schwierig
interessant
langweilig
nützlich
nutzlos
faszinierend
nervig
supercool
stinklangweilig

Opinions

my favourite subject is ...
I like ... (a lot)
I love
I don't like ...
I hate
good
great
awful
easy
difficult
interesting
boring
useful
useless
fascinating
irritating
really cool
dead boring

Die Wochentage

Montag (Mo.)

The days of the week

Monday

Dienstag (Di.)
Mittwoch (Mi.)
Donnerstag (Do.)
Freitag (Fr.)
Samstag (Sa.)
Sonntag (So.)
Was hast du am Montag?

A m Dienstag habe ich ...
Am Sonntag haben wir
keine Schule.

Die Zeit

Wann?
Um wie viel Uhr?
Um 8:30 Uhr (acht Uhr dreißig).
Wie viel Uhr ist es?
Es ist 9:50 Uhr (neun Uhr fünfzig).
in der ersten Stunde
vor der Pause
nach der Mittagspause

Eigenschaften

Er/Sie ist ...
alt
fair
freundlich
jung
launisch
lustig
nervig
streng
unpünktlich

In der Schule

die Lehrerin(-nen)
die Deutschlehrerin(-nen)

Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
What do you have on
Monday?
I have ... on Tuesday
We have no school on
Sunday.

Time

When?
At what time?
At 8.30.
What time is it?
It's 9.50.
in the first lesson
before break
after the lunch break

Characteristics

He/She is ...
old
fair
friendly
young
moody
funny
annoying
strict
unpunctual

In school

teacher(s) (female)
German teacher(s) (female)

der Lehrer(–)
der Sportlehrer(–)
Was gibt es?
Es gibt einen/eine/ein ...
Es gibt viele ...
das Klassenzimmer(–)
der Tisch(-e)
der Stuhl(-"e)
der Computer(–)
das Whiteboard(-s)
das Poster(–)
das Fenster(–)
die Wand(-"e)
die Tür(-en)
der Korridor(-e)

teacher(s) (male)
sports teacher(s) (male)
What is there?
There is a ...
There are lots of ...
classroom(s)
table(s)
chair(s)
computer(s)
whiteboard(s)
poster(s)
window(s)
wall(s)
door(s)
corridor(s)

Wo ist das?

in der Schule
im Klassenzimmer
im Korridor
an der Wand
am Fenster
am Tisch
auf dem Tisch
neben der Tür

Where is it?

in the school
in the classroom
in the corridor
on the wall
by the window
at the table
on the table
near/next to the door

Oft benutzte Wörter

weil
sein/seine
ihr/ihre
zu
sehr
ziemlich
ein bisschen
nicht
haben

High-frequency words

because
his
her
too
very
quite, fairly
a bit
not
to have

sein

in

an

auf

neben

heute

morgen

vor

nach

to be

in

at, by, on (wall)

on (top of)

near, next to

today

tomorrow

before

after

Wörter

(Seiten 114–115)

In der Stadt

Es gibt ...
Es gibt ein/eine/einen ...
Es gibt kein/keine/keinen ...
in der Nähe von ...
in der Nähe ...
der Bahnhof(-e)
der Imbiss(-e)/die Imbissstube(-n)
die Kegelbahn(-en)
das Kino(-s)
die Kirche(-n)
der Marktplatz(-e)
der Park(-s)
das Schloss(-er)
das Schwimmbad(-er)
die Eisbahn(-en)
der Fischmarkt(-e)
das Kindertheater(-)
der Radweg(-e)
das Sportzentrum (die Sportzentren)
der Stadtpark(-s)
der Wasserpark(-s)

In town

There is .../There are ...
There is/are a ...
There isn't/aren't ...
near to
nearby
railway station(s)
snack stand(s)
bowling alley(s)
cinema(s)
church(es)
market square(s)
park(s)
castle(s)
swimming pool(s)
ice rink(s)
fish market(s)
children's theatre(s)
cycle path(s)
sports centre (sports centres)
city/town park(s)
water park(s)

Souvenirs

der Aufkleber
das Freundschaftsband
die Kappe
der Kuli
das Kuscheltier
die Postkarte
der Schlüsselanhänger
die Tasse
das Trikot
Wie viel kostet ...?
Wie viel kostet das?

Souvenirs

sticker
friendship bracelet
(baseball) cap
biro
cuddly toy
postcard
key ring
mug/cup
(football) shirt
How much does ... cost?
How much does it cost?

Es kostet €16.

It costs 16 Euros.

Verkaufsgespräch

Ich gehe einkaufen.

Ich möchte ...

Ich möchte ... kaufen.

Haben Sie ...?

Kann ich dir helfen?

Sonst noch etwas?

alles zusammen

Sales conversation

I am going shopping.

I would like ...

I would like to buy ...

Do you have ...?

Can I help you?

Anything else?

all together

Snacks und Getränke kaufen

die Bratwurst

der Hamburger

die Pizza

die Pommes

der Salat

das Eis

die Cola

das Mineralwasser

der Tee

das Fleisch

der Ketchup

die Mayo(nnais)e/Majonäse

der Senf

Ich möchte einmal/zweimal/dreimal ...

Ich hätte gern ...

Das macht €8.

Ich esse ... gern.

Ich trinke ... gern.

Buying snacks and drinks

fried sausage

hamburger

pizza

chips

salad

ice cream

cola

mineral water

tea

meat

ketchup

mayo(nnais)e

mustard

I would like one/two/three ...

I would like ...

That's €8.

I like eating ...

I like drinking ...

In den Sommerferien

Was wirst du machen?

Ich werde ...

Wir werden ...

klettern

During the summer holidays

What will you do?

I will ...

We will

climb

im Meer schwimmen
rodeln
im See baden
segeln
an den Strand gehen
tauchen
wandern
windsurfen
Was kann man dort machen?
Man kann ... besuchen.
Die Stadt ist bekannt für ...
Ich werde (eine Woche) bleiben.

swim in the sea
toboggan
bathe in the lake
sail
go to the beach
dive
hike
windsurf
What can you do there?
One/people/you can visit ...
The town is well known for ...
I will stay (for a week).

Oft benutzte Wörter

am Montag
am Dienstag
am Mittwoch
am Donnerstag
am Freitag
am Wochenende
sehr
nicht sehr
ziemlich
immer
nicht immer
oft
nicht oft
nie
alles
dort
teuer

High-frequency words

on Monday
on Tuesday
on Wednesday
on Thursday
on Friday
at the weekend
very
not very
quite
always
not always
often
not often
never
everything
there
expensive

FINDING OUR VOICES

KNOWLEDGE ORGANISER

BIG QUESTION

How do we build ensemble performance skills and knowledge of pitch, rhythm, and timing through whole class singing?

TOP TIPS for GOOD SINGING

Breathe Deeply

Take a full breath before you sing, this will help you create the best sound you can without straining your voice.

Open Mouth

The sound best resonates in your mouth – it is the amplifier to your voice. Sing with your mouth as open as you can (like there is a hot potato in your mouth) to make the best sound.

Clear Diction

Make every word as clear as you can and always imagine you're a newsreader for the BBC – posh!

Good Posture

1. The top of your head is pulling your spine up; the body feels long and tall.
2. The chin is parallel with the floor.
3. Shoulders are down and relaxed.
4. The chest is open and flexible.
5. The is lengthened and wide.
6. Hips are aligned with the spine, neck, and shoulders.
7. Knees are relaxed, not locked.
8. Feet are shoulder-width apart; weight is distributed evenly.



When sitting down, try to keep as much of the posture the same as when standing.

HOW TO IMPROVE PITCH – SINGING IN TUNE

'I have no idea how to match pitch – I'm always way off!'

Slide up and down from high to low, thinking about what changes you make as you move around

'I can match most pitches, but I sometimes sing out of tune'

Sing a few notes together (2-3 at a time) and check their pitch and then add more notes

'I sometimes sing a little flat or sharp'

If you're flat (under pitch) you probably need to work on breath support, sharp is usually not opening your mouth wide enough



The Rules

Starting the game: A game starts with a tip-off. The referee throws the ball into the air in the centre circle and two opposing players jump up and try to tap it away to gain possession.

Method of scoring: Points are scored when the ball goes through the basketball hoop. If a successful shot is taken inside of the 3 point line, then 2 points will be awarded. If a successful shot is taken from outside of the 3 point line, then 3 points will be awarded. 1 point can also be scored from each successful free throw taken.

Fouls: A foul has been committed if a player hits, pushes, holds or charges at an opponent. If a foul is made during game play, there will be a turnover taken from the side line or baseline. If a foul is made whilst a shot is being taken, then a free throw will be awarded.

Violations:

Double dribbling: A player must not dribble with 2 hands or pick up the ball after dribbling and start dribbling again.

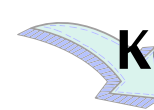
Travelling: A player can only take 2 steps after catching the ball.

Back court violation: Once an attacking player has dribbled the ball forward past the half way line, they must not take it back across whilst it is in their possession.

Time restrictions: The team in possession has 24 seconds on the shot clock, to make a shot.

If a violation is made, a turnover will occur and the ball will be given to the opposing team.

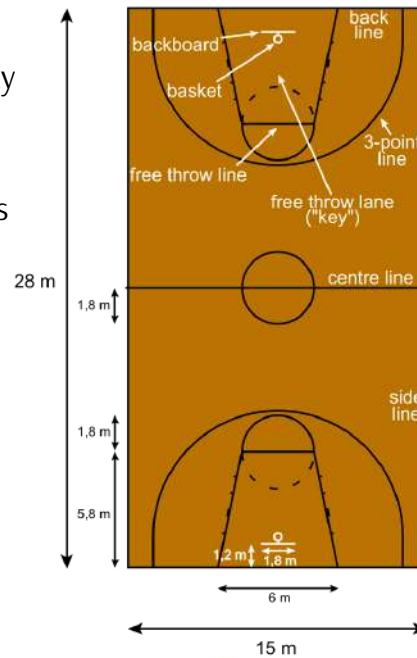
Basketball



Key Terminology



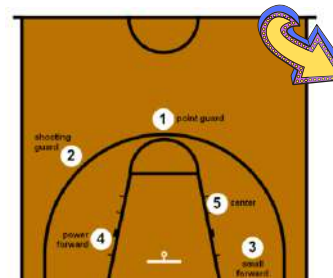
KS3



Lesson Overview

1. Dribbling
2. Passing and receiving
3. Defending
4. Shooting
5. Lay up and rebounding
6. Game play
7. Assessment

Positions



Passing - Sending the ball

Receiving - Catching the ball

Dribbling - Running whilst bouncing the ball in an attempt to beat an opponent

Man marking - Guarding a specific player to prevent them from having success on the ball

Zonal marking - Guarding a specific player to prevent your opponents from gaining success

Tackling - To dispossess an opponent of the ball

Interception - Preventing a pass between players

Attacking - Making an attempt to score by passing or driving forward with the ball

Layup - A shot taken close to the hoop whilst a player is moving

Free throw - A shot given to a player after a foul, taken from the free throw line

Rebound - Gaining possession of the ball after a shot

Turnover - When an offensive team loses possession of the ball

Travelling - Moving without dribbling the ball

Point guard (PG) - They are quick and lead their team to assists and can create opportunities for themselves.

Shooting guard (SG) - Score 3 pointers with ease, create space and are strong defenders.

Small forward (SF) - Responsible for scoring, defending and often rebounds.

Power forward (PF) - Score close to the basket and mid-range jump shots.

Centre (C) - Usually plays near the baseline or close to the basket, they gather rebounds and contest shots.

Knowledge Organiser- British Values and the Golden Rule

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different, and I respect that

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Key Vocabulary

Belief – an acceptance that something exists or is true.

Consequence – the result or effect of something.

Culture – a particular society, civilisation or group that may behave in a similar way or have similar habits or beliefs.

Democracy – a system of government where people choose through voting.

Discrimination – treating one person or a group of people differently or unfairly based on their characteristics e.g. age, gender, race, beliefs.

Faith – a strong religious belief.

Identity – who you are.

Law – a system of rules that a society or government develops.

Mutual – a feeling or action that is shared by two or more people.

Opinion – what you think or believe about something.

Prejudice – to have an unreasonable dislike for a group of people.

Respect – to have a good opinion of someone, to have regard for someone's wishes, beliefs and rights, to respect laws by not breaking them.

Responsibility – your job or your duty.

Risk – a situation involving exposure to danger.

Tolerance – the quality or ability of allowing people to say what they think and behave as they choose, even if you do not agree or approve.

Vote – a formal choice usually expressed on a ballot paper or a show of hands.

The Golden Rule

That nature only is good
when it shall not do unto
another whatever is not good
for it's own self.



What is hateful to
you, do not do to
your fellow man.
That is the entire
Law; all the rest is
commentary.



Blessed is he who prefers his brother
before himself.



Hurt not others with
that which pains
yourself.



This is the sum of duty:
do naught to others that
which if done to thee
would cause pain.

Do unto others as you
would have them do
unto you.

No one of you is a believer
until he desires for his
brother what he desires for
himself.

Dance

Levels

Distance from the ground:
low, medium or high.



Motif

A movement phrase encapsulating an idea that is repeated and developed throughout the dance.



Timing

The use of time or counts when matching movements to sound and/or other dancers.



Key Terminology

Formations

Shapes or patterns created in space by dancers.



Choreography

The art of creating dance.



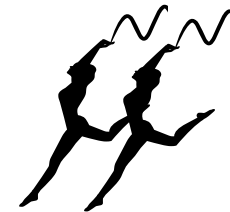
Canon

When the same movements overlap in time.



Unison

Two or more dancers performing the same movement at the same time.



Extension

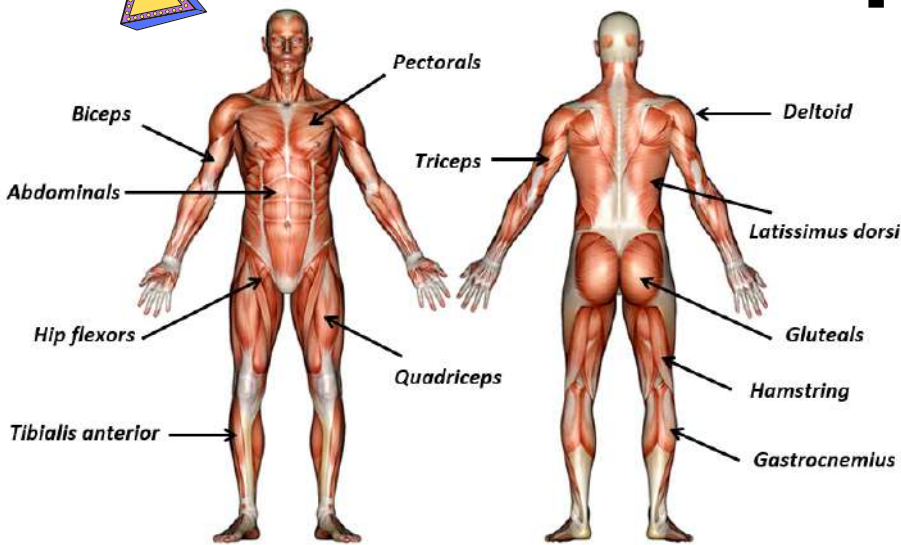
Lengthening one or more muscles or limbs.



Fitness

Components of Fitness

The Muscles



Types of Training

Circuit Training

Involves completing a series of exercise, called stations, which are completed one after another, with a brief period of rest inbetween.

Interval Training

Involves alternating between periods of work and periods of rest.

Static Stretching

Involves holding a stretch for up to 30 seconds.

Plyometric Training

Involves high-impact exercises that teach the muscles to perform their maximum contractions faster; to be more powerful. E.G jumping, hopping and bounding.

Fartlek Training

Fartlek is a Swedish word meaning 'speed play'. It involves periods of fast work with intermittent periods of slower work.

Continuous Training

Involves working for a sustained period of time without rest.

Weight Training

Weight training involves the use of weights or resistance to cause adaptations to the muscles.

Agility - The ability to move and change direction quickly, at speed, whilst maintaining control.

Balance - The ability to keep the body stable by maintaining the centre of mass over the base of support. There are two types of balance:
Static: A balance is performed with little or no movement. E.G a handstand.

Dynamic: A balance is performed when movement takes place. E.G a cartwheel.

Cardiovascular endurance - The ability of the heart and lungs to supply oxygen to the working muscles.

Flexibility - The range of movement possible at a joint.

Muscular endurance - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.

Power - Strength X Speed

Reaction time - The time taken to start responding to a stimulus.

Speed - Distance ÷ time.

Strength - The ability to overcome resistance

Coordination - The ability to use two or more different parts of the body together, smoothly and efficiently.

Repetitions

The number of times an individual activity is performed.

Sets

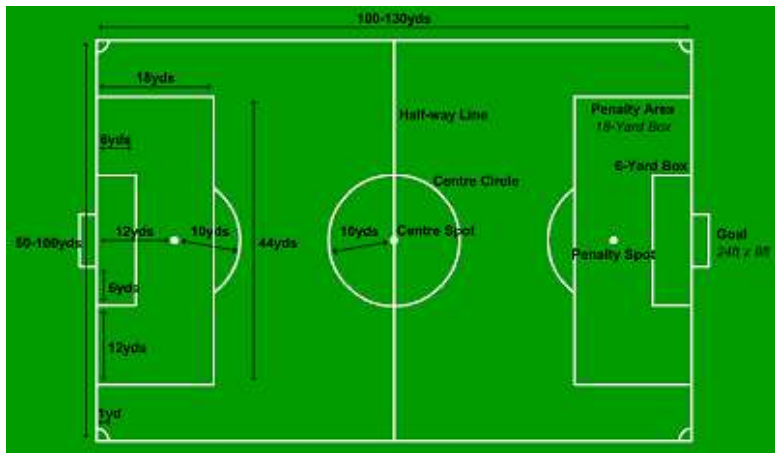
A group of repetitions.

Maximum heart rate =
220-age

Aerobic

Anaerobic

The Football Pitch



Key terminology

Passing - Sending the ball to another player

Receiving - Getting the ball from another player

Dribbling - Running with the ball in an attempt to beat an opponent

Jockeying - Is the defender's skill of keeping between the attacker and their intended target (usually the goal)

Tackling - To dispossess an opponent of the ball

Marking - A way to prevent your opponent from receiving or passing the ball, or taking a shot

Attacking - Making an attempt to score

Crossing - A cross is a medium to long range pass from a wide area of the field towards the opposition's goal

Shot - Attempting to score a goal

Offside - Moving into an area where you're not permitted

Interception - Preventing a pass between players

Football

Lesson Overview

1. Passing and receiving
2. Dribbling and turns
3. Shooting
4. Heading
5. Attacking
6. Defending
7. Assessment



Rules of the Game

Starting the game - The game begins with the toss of a coin, and the winning captain decides which goal to defend or to take the first kick off.

Method of scoring - A goal is scored when the ball has completely crossed the goal line, provided that no other infringements have taken place.

Fouls - A foul has been committed if a player trips, kicks, pushes, charges another player recklessly, striking of any kind, makes a tackle but connects with the player before the ball, deliberately handles the ball, obstructs an opponent or prevents them from releasing the ball.

Freekicks - Used to restart play after a foul or infringement has taken place. They are usually taken from the place from which the offence was committed. Free kicks can be direct (where the free kick taker may score directly) or indirect (where the free kick taker and a second player must touch the ball before a goal can be scored).

Penalty kick - A penalty kick is awarded for a foul committed by a defending player in their own penalty area. The kick is taken from the penalty spot and all other players except for the goal keeper and penalty taker must be at least 9.15m from the spot.



Player Positions

KS3

Goalkeeper - To prevent the opposing team from scoring.

Defenders - A defender is an outfield player whose primary role is to prevent the opposing team from scoring goals.

Midfielders - Midfielders are generally positioned on the field between their team's defenders and forwards.

Strikers - Strikers are the players on a football team who play nearest the opposing team's goal, and are therefore the most responsible for scoring goals.



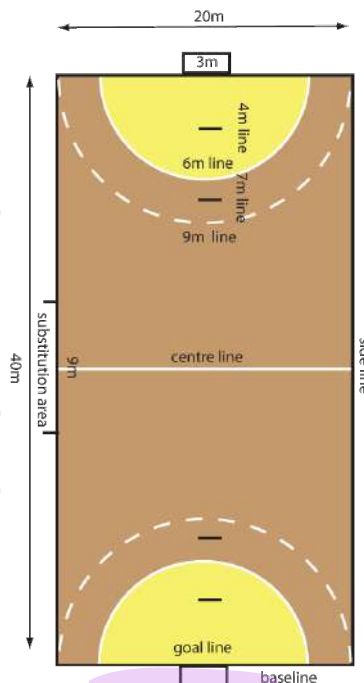
The Rules

Allowed	Not Allowed	Consequences
Throw and catch the ball using hands and arms.	Block or kick the ball using your feet.	Free throw to the defending team.
Pass the ball to a team mate.	Hold the ball for more than 3 seconds.	Free throw to the defending team.
Bounce the ball with one hand and catch it again.	Bounce the ball, catch it and bounce it again - dribble fault.	Free throw to the defending team.
Take a maximum of 3 steps with the ball.	Take more than 3 steps with the ball.,	Free throw to the defending team.
Move outside the goal area.	Enter the goal area.	Goalkeeper throw.
Touch the ball in the air above the goal area.	Touch the ball lying in the goal area.	Goalkeeper throw.
Break through the defence.	Charge the opponent.	Free throw to the defending team.
Pass the ball in order to create a scoring chance.	Keeping the ball in possession without creating a scoring chance - passive play.	Free throw to the defending team.
Use the hands and arms to block the ball.	Pull or hit the ball out of the hands of the attacking player.	Free throw to the attacking team.
Make a frontal body contact with the attacking player.	Hold the attacking players shirt/body, push/run into them.	Free throw/progressive punishment.
Stay outside of the goal area.	Use the goal area as a defence position.	7 metre throw.
Stay 3m away from an opposing player when restarting the game.	Interfere with a player attempting to restart the game.	Progressive punishment.

Handball

Playing Positions and Officials

KS3



Lesson Overview

1. Passing
2. Dribbling
3. Shooting
4. Blocking
5. Defensive play
6. Attacking play
7. Assessment



Goalkeeper – the player who defends the

goal with just about every part of the body! The goalkeeper is the only player who can touch the ball with their feet.

Centre – a creative handball player who directs play in both defence and attack. Also known as the ‘playmaker’ and sets up the tactics and the players in shooting positions.

Left and right backs – usually the largest players on the handball team. When defending, they try to block shots, and in attack they are the long-range handball shooters.

Circle runner – the creative force in attack and disruption to opponents when defending. The circle runner is quick and gets in among opposing defenders to either create openings for teammates or to get into a good scoring position themselves.

Left and right wingers – the fast players who patrol the sides of the court. They counter opposing wingers and in attack look to create openings for others, or shoot from the more difficult angles.

Substitutes – substitution is allowed at any moment, without limit and without time stoppage. There are seven substitutes on the side lines for each handball side. But a substitute can’t play until the player they are swapping for is off the court.

The officials – there are four handball officials: a scorekeeper; a timekeeper, and two referees who control the play at close quarters.



How can we use atlases to explore places around the world? What is the geography of the UK? How do we use an OS Map?

Atlas skills

There are generally three main types of maps shown in an atlas:

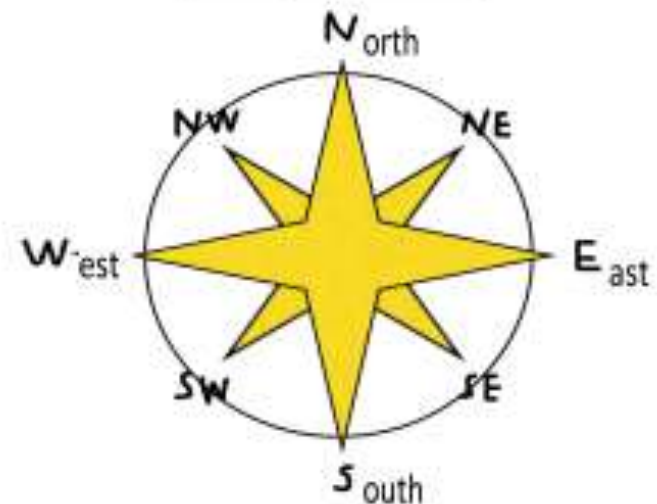


Physical maps these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

Political maps these show country borders, cities, transport links etc.

Thematic maps these show information such as climate data, agriculture types etc.

Compass Points



Countries in the United Kingdom

England: England is the largest **country** in the **UK**. London is the **capital city**. Many parts of England are flat but there is also lots of rural **countryside** with rolling hills and valleys in the north.

Northern Ireland: Northern Ireland is the smallest **country** in the **UK**. Belfast is the **capital city**. One of the most famous **landmarks** is Giant's Causeway (natural rock steps mostly hexagonal in shape).

Scotland: Scotland is a **country** in the north of the **UK**. Edinburgh is the **capital city**. Scotland has large mountains including Ben Nevis, which is the largest in the **UK**.

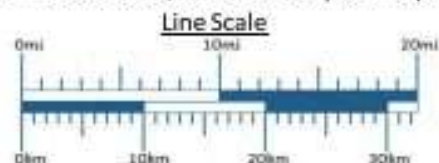
Wales: Wales is a mountainous **country** in the west of the **UK**. Cardiff is the **capital city**. Wales has its own language (Welsh). Not everyone there speaks it though.

The Capital City of the UK

London is a very busy and built-up city with lots of important buildings. There are lots of different ways of travelling around London. There are train stations, the London Underground (sometimes called the 'tube') and buses. London has lots of famous **landmarks**. These include the London Eye, Big Ben, the Houses of Parliament, Tower Bridge and Westminster Abbey. London hosted the Olympic Games in 2012 and it was an exciting time for sport in the **UK**. While there are lots of buildings, London also has lots of green spaces in its parks, including Hyde Park and Regents Park. The King lives at Buckingham Palace. London has lots of tourists, who visit from other places in the **country** and the world.

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

Word Scale

One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

Map Symbols

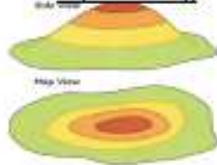
Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



Height and relief

Relief the difference between the highest and lowest heights of an area.
Topography the surface features of the earth like hills, mountains, valleys etc

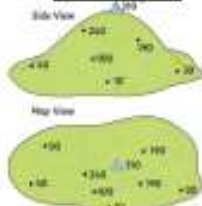
Layer Shading



Heights in metres (m) above sea level
 Dark Green 100 - 200
 Light Green 200 - 300
 Yellow 300 - 400
 Orange 400 - 500
 Red 500 - 600

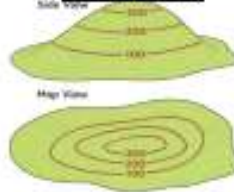
Areas of different heights are shown using different colours. A key is used to show how high the land is.

Spot heights



The exact height of a place above the ground is measured and written onto a map.

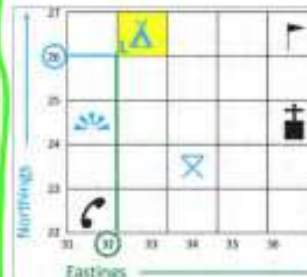
CONTOUR LINES



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

4 figure Grid references

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember... eastings then northings!

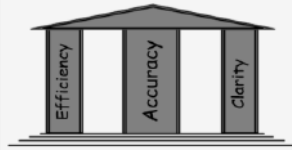
Along the corridor and up the stairs!

INTRODUCTION TO ARITHMETIC

Arithmetic - The study of numbers and the operations applied to them

The pillars of maths

Mathematics - The problem-solving world



Accuracy - How close something is to being true.

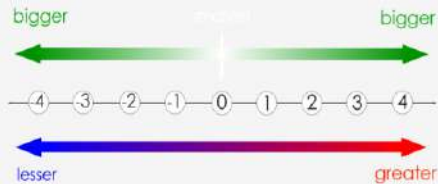
Efficiency - How much time or energy is saved.

Clarity - How easy something is to understand.

Comparing numbers

Scale - used to measure something

Size - How far a number is from 0



Value - How much a number is worth

Equivalent fractions

Scaling any numerator and its denominator creates an equivalent fraction.

$$\frac{3}{4} \xrightarrow{\times 6} \frac{18}{24} \xrightarrow{\div 2} \frac{9}{12} \xrightarrow{\div 3} \frac{3}{4} \xrightarrow{\div 2} \frac{1.5}{2} \xrightarrow{\div 1.5} \frac{1}{1.33} \xrightarrow{\times 3} \frac{3}{26} \xrightarrow{\times 2} \frac{6}{52}$$

Numerator: 3, 18, 9, 10, 30
 Fraction bar: /
 Denominator: 4, 24, 12, 13, 26

Scaling - multiplying or dividing by the same number.

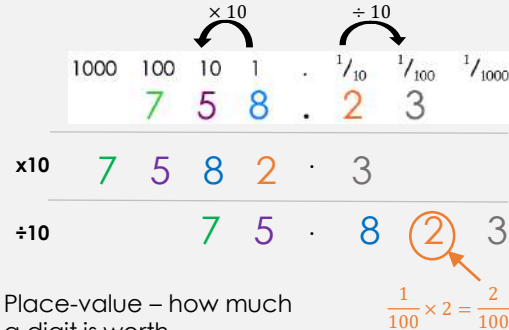
Conventions

Commonly accepted ways through the world of maths.

- $+11 = 11$ We do not write the plus sign for negatives.
- $12. = 12$ We do not write the decimal point for integers.
- $1.230 = 1.23$ We do not write unnecessary zeros.

Decimal number system

The decimal number system is base 10.
10 connects all the place-values.



Place-value - how much a digit is worth

Non-example: $\times 10$

$$758.23 \times 10 \neq 758.230$$

Multiplying a decimal by ten moves each digit one place-value higher.

Converting numbers

Convert - To change from one form into another equivalent form.

Example: Terminating decimals to fractions

$$0.4\text{0}3 = \frac{403}{1000}$$

Non-zero digits (include captive zeros)
 Captive Zero (The zeros between non-zero digits)
 Matches the place-value of the last non-zero digit

Example: Fractions to terminating decimals

$$\frac{3}{4} = 3 \div 4$$

$$4 \overline{) 3.00} = 0.75$$

Example: Fractions to recurring decimals

$$\frac{2}{11} = 2 \div 11$$

$$11 \overline{) 0.181818} = 0.\underline{18}$$

Repetend - A sequence of digits that repeats infinitely

Ordering numbers

ascending

From least to greatest

descending

From greatest to least

Example: Decimals

Arrange 67.89, 6.78 and 0.67 in ascending order

1. Line up equivalent place-values

10	1	.	1/10	1/100
6	7	.	8	9
6	.	7	8	
0	.	6	7	

2. Compare biggest place-values first

3. Order

L → G

0.67, 6.78, 67.89

Answer: 0.67, 6.78, 67.89

Example: Fractions

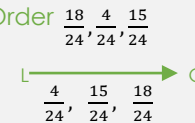
Arrange $\frac{3}{4}, \frac{1}{6}, \frac{5}{8}$ in ascending order

1. Find LCM LCM(4,6,8)=24

2. Scale

$$\frac{3}{4} \xrightarrow{\times 6} \frac{18}{24} \quad \frac{1}{6} \xrightarrow{\times 4} \frac{4}{24} \quad \frac{5}{8} \xrightarrow{\times 3} \frac{15}{24}$$

3. Order



Answer: $\frac{1}{6}, \frac{5}{8}, \frac{3}{4}$

Example: Negatives

Arrange 0, -3, 2, -1, 4 in ascending order



Answer: -3, -1, 0, 2, 4

The number line has reflectional symmetry at 0.

Non-example: Negatives

Arrange 0, -3, 2, -1, 4 in ascending order

Answer: 0, -1, 2, -3, 4







Sets of numbers

Set - a collection of numbers		Description
Member - a number within a set		
Naturals	N	The positive whole numbers.
1, 2, 3, 4, 5, ...		
Integers	Z	Every whole number including positives , negatives and 0.
..., -2, -1, 0, +1, +2, ...		
Rationals	Q	Any number that can be written as a fraction. $\frac{a}{b}$ Where a is an integer and b is a natural number.
... $\frac{7}{18}$, -0.09, 6, 5 $\frac{11}{12}$...		
Irrationals	I	Numbers that cannot be written as a fraction.
... e, $\sqrt{2}$, π ...		
Reals	R	The set of rational and irrational numbers.
... $\frac{7}{18}$, -0.09, 6, $\sqrt{2}$, π ...		



Into to Drama I

Drama
Knowledge
Organiser

Physical Skills	Definition	
Movement	How you move	
Gait	How you walk	
Posture	How you stand	
Body Language	How you use your body	
Gestures	The movement with part of your body	
Facial Expression	How you use your face	

Things to remember!

Face the audience

Confidence















Teamwork

Use your characterisation
skills

Questions to think about:

What do your physical skills tell you about the character you are creating?

How can you create a realistic character for the audience?

Topic Name: E-Safety			Key Words Words (highlighted)		
1. What is E-safety	2. What is Social Media	3. Privacy Settings	 LINK		
<p>E-safety is often defined as the safe and responsible use of technology.</p> <p>This includes the use of the internet and also other means of communication using electronic media (eg text messages, gaming devices, email etc).</p>	<p>Social media is the use of websites and applications that enable users to create and share content or to participate in social networking.</p>    	<p>Social media is still okay to use, you just need to be careful what you post!</p> <p>To help with this all social media websites or apps have something called privacy settings.</p> <p>You get to choose who can see your information, you are usually given the following choices:</p> <p>Public Anyone can see your profile and anything you post, they do not have to be your friend.</p> <p>Friends only Only friends that you have accepted or have accepted you will be able to see your profile.</p> <p>Friends of Friends Again your friends will be able to see your profile however any of their friends will also be able to see this.</p> <p>Only Me No one else but yourself will be able to see your profile or anything you post.</p>	Extended reading  LINK		
4. Cyberbullying	5. Grooming	<p>Public Anyone can see your profile and anything you post, they do not have to be your friend.</p> <p>Friends only Only friends that you have accepted or have accepted you will be able to see your profile.</p> <p>Friends of Friends Again your friends will be able to see your profile however any of their friends will also be able to see this.</p> <p>Only Me No one else but yourself will be able to see your profile or anything you post.</p>	Example Questions /Tasks  LINK		
6. Sexting	<p>Grooming is when an adult pretends to be someone else and talks to a child.</p> <p>They usually say they are about the same age, have similar interests and live in a similar location. They usually pretend to be a friend and say nice things to get on the good side of the child.</p>			9. Digital Footprint	
<p>The term 'sexting' means the use of technology to share personal sexual content.</p> <p>When you are under 18 it is illegal for anyone to take or have a sexual photo of you, even a selfie.</p>	<p>KS3 Computer Science</p>  LINK			11. Viruses	
8. Password.	<p>A computer virus is a program made on a computer to change, edit or delete files on a computer system.</p> <p>Worms can make hundreds of copies of themselves to cause harm to your device.</p> <p>A Trojan Horse virus is a virus that pretends to be something safe and useful.</p> <p>Spyware is a type of virus that is designed to steal personal information from your computer.</p> <p>Malware stands for malicious software. The main purpose of malware is to cause harm to your computer, to try and make it crash, reboot or slow down.</p>	10. Copyright	<p>Copyright is a law created to protect people's work from other people stealing it. The law states that if you do not have permission from the owner you are not allowed to:</p> <ul style="list-style-type: none">• Copy the work• Rent, lend or issue copies of the work• Perform, broadcast or show the work in public• Adapt or change the work		
<p>A strong Password should have</p> <ul style="list-style-type: none">• Capital Letter• Lower Case Letter• Number• Symbol• Be more than 8 characters long 	  			Revision techniques  LINK	
9. Where to go for support					

The Netball Court

Lesson Overview

1. Footwork
2. Passing and receiving
3. Timing of pass
4. Attacking play
5. Shooting
6. Defensive play
7. Assessment

Netball

Player Positions



KS3

- Goal Shooter (GS)** - To score goals and to work in and around the circle with the GA.
- Goal Attack (GA)** - To feed and work with the GS and to score goals.
- Wing Attack (WA)** - To support the circle players, giving them shooting opportunities.
- Centre (C)** - To take the centre pass and to link the defence and the attack.
- Wing Defence (WD)** - To look for interceptions and prevent the WA from feeding the circle.
- Goal Defence (GD)** - To win the ball and reduce the effectiveness of the GA.
- Goal Keeper (GK)** - To work with the GD and to prevent the GA/GS from scoring goals.

Rules of the Game

- Held ball** - A player is only allowed to hold the ball for 3 seconds. A free pass is awarded to the opposing team if the ball is held for longer than 3 seconds.
- Obstruction** - A player attempting to intercept the ball must be at least 3ft away from the player with the ball. The distance is measured from the landing foot of the player with the ball. If you are closer than 3ft, a penalty pass will be awarded.
- Contact** - This occurs when a player's actions interfere with an opponent's play, this can be accidental or deliberate. This includes; physical contact, using any part of the body to limit an opponent's ability to move freely (pushing, tripping or holding), placing a hand on the ball held by an opponent, removing it from an opponent's possession or pushing the ball in to an opponent when holding it.
- Over a third** - The ball cannot be thrown over a complete third without being touched or caught by a player. A free pass shall be taken from where the ball crossed the second line (i.e. where the ball shouldn't have been).
- Replayed ball** - A player can not; toss the ball in to the air and catch it again without it being touched by another player, catch a rebound from a shot on goal if it has not touched the post or another player, or pick it up again after losing control if it has not been touched by another player.
- Offside** - A player with or without the ball cannot move into an area of the court that is not designated for their position. This will result in a free pass to the other team.

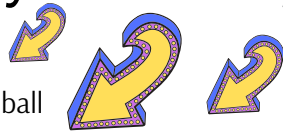
Footwork

A player can receive the ball...

1. With both feet grounded or jump to catch the ball and land with both feet at the same time. The player can then choose one foot to move (not both).
2. Landing on one foot then the other. The first foot is the landing foot and this foot cannot be moved, other than to pivot on the spot. The second foot can move.

If you break the footwork rule, a free pass will be awarded to the other team.

Key Vocabulary



- Passing** - sending the ball
- Receiving** - catching the ball
- Footwork** - how you land when in control of the ball
- Dodging** - a way to change direction quickly
- Defending** - preventing the other team from gaining possession of the ball and scoring
- Attacking** - making an attempt to score
- Marking** - a way to prevent your opponent from receiving or passing the ball or shooting
- Shoot** - attempt to score a goal
- Offside** - moving into an area where you're not permitted
- Interception** - preventing a pass between players
- Throw in** - a free pass taken off court
- Centre Pass** - taken to start or restart the game
- Free Pass** - awarded when there is an infringement of the rules by a player
- Penalty Pass** - as above, when two players are involved
- Goal Third & Centre Third** - areas of the court

Oliver Twist': Knowledge Organiser



Plot breakdown

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.

He is kicked out of the workhouse and given away to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.

Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.

Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.

The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.

Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.

Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.

When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.

Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.

Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

Key words

morality – a code of right and wrong. People who try to be good can be called **moral** and people who do bad things can be called **immoral**.

vulnerable – in a situation in which you could be easily harmed. People living on the streets are **vulnerable**.

brutal – very violent or cruel.

corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.

villain – a 'baddie' who harms other people or breaks the law to get what they want.

malicious – meant to hurt or upset someone.

victim – someone who has been harmed, often by other people.

naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.

society – the people who live in a certain area. This could be a country, town or small group.

workhouse – a place where people who couldn't support themselves were sent to live and work.



Background information

'Oliver Twist' was written in 1837-39.

It was written by Charles Dickens.

It was published chapter by chapter in a periodical (magazine).

Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.

Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.

Characters

Oliver

He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.

Mr. Bumble

The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.

Noah Claypole

A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.

Fagin

An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.

Jack Dawkins (The Artful Dodger)

A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.

Bill Sikes

A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

Nancy

Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Mr. Brownlow

A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.



The Game

Rugby



KS3

You have 6 attempts to score a try. The defending team must stop the opposition from scoring by tackling the player with the ball. Once 6 tackles have been completed by the defending team the ball is turned over for the other team to try and score with 6 attempts.

Rules of the Game

The game starts with a '**kick off**' and this must be a drop kick.

There are 13 on field players per team.

The ball must be passed (out of hand) backwards only.

After 6 completed tackles the '**hand over**' rule applies and the ball is given to the other team.

No tackle should be above the shoulders and shoulder barging is penalised.

No '**stripping**' the ball carrier of the ball.

No **rucks** or **mauls** can be formed.

Offside is when a player is in front of the ball and interferes with play or the ball is passed to them.

If the ball is kicked off the field of play this is called 'out of play' and the game restarts with a '**tap kick**' and they pass in field to a designated player.

A **scrum** is awarded for a knock on or a forward pass.

Players 8,9,10,11,12 and 13 form the scrum.

Player 9 is called the 'hooker' and is responsible for striking the ball back with his foot to player 13.

Player 7 is responsible for putting the ball in the scrum.

Penalty kicks are awarded for infringements of the rules, dangerous play, gamesmanship and dissent.

The referee can **sin bin** a player if they decide the offending player was unsafe in a tackle, dissent, carried out a dangerous act on the field and not playing to the laws of the game. If a player is sin binned they must leave the field of play for 10 minutes. More than 1 player can be sin binned at a time.

Red cards are awarded for serious offences and the player can not return to the game or be replaced.

Play the ball - After every completed tackle the player must stand up and play the ball.

Kicking the ball is allowed at any time but generally performed after the 4th or 5th tackle for tactical reasons.

1 - Gathers and catches kicks from the opposition, tackles any player breaking through the line of defence and supports players 2,3,4,5 and 6 when attacking. Generally the smallest and fastest player on the pitch.

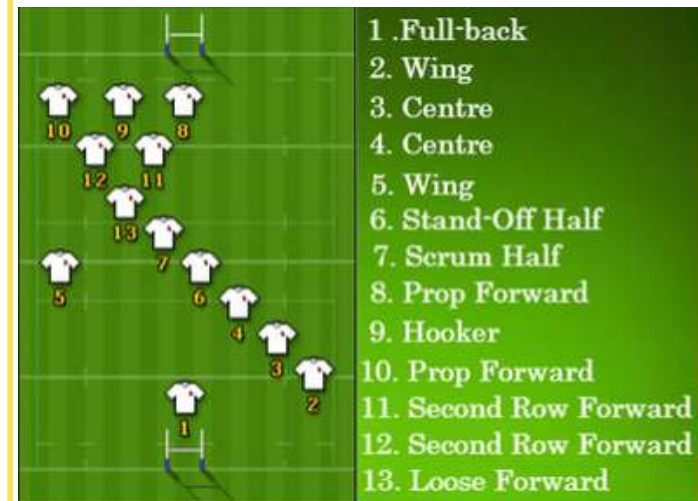
2,3,4,5 and 6 - Their main role is to score tries and defend the wide channels.

6 - The most creative player. Their main role is to create gaps and spaces to set up opportunities for 2,3,4 and 5 to score.

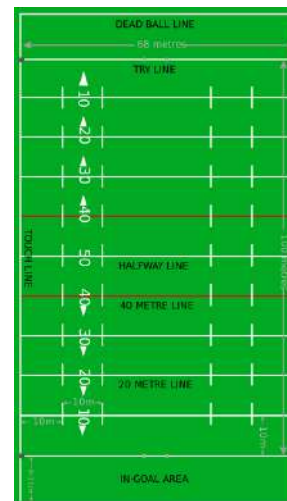
7 - Collects the ball from all restarts and links up with player 6 to create opportunities for attacking players

8,9,10,11,12 and 13 - These are the biggest players who form the scrum. They are responsible for defending the centre of the pitch, trying to break through the defensive wall of the opposition and set up opportunities for others to score.

Positions at Kick Off



The Pitch



Lesson Overview

1. Ball familiarisation
2. Passing and receiving
3. Use of width
4. Tackling technique
5. Attacking play
6. Develop attacking/kicking out of hand
7. Assessment

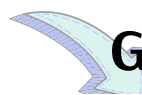
Scoring

- Try = 4 points
Conversion = 2 points
Penalty = 2 points
Drop goal = 1 point



The Rules

Table Tennis



Gripping the Bat

KS3

Starting a game: Service is decided by a coin toss.

Service:

The player serving must stand with the ball held behind the endline of the table.

The ball must be held over the height of the table in the palm of the free hand.

The server must toss the ball without spin, upwards, at least 16cm

The server cannot obstruct the sight of the ball, the opponent and umpire must have a clear view of the ball at all times.

When serving, the ball must bounce once on the servers side and then bounce at least once on the opponent's side. If the ball strikes the net but does not strike the opponent's half of the table, then a point is awarded to the opponent.

However, if the ball hits the net, but goes over and bounces on the other side, it is called a let. Play stops and the ball must be served again. A player commit any number of lets without a penalty.

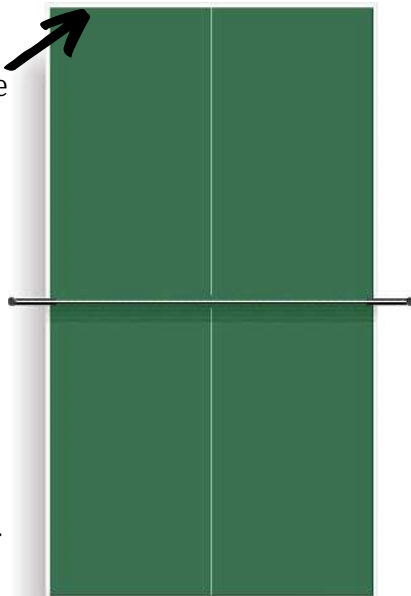
Returning service:

To make a good return of service the ball must be returned before it bounces twice on your side of the table.

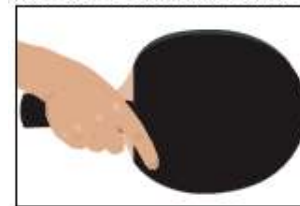
Hitting the ball:

The ball must be hit so that it passes over or around the net.

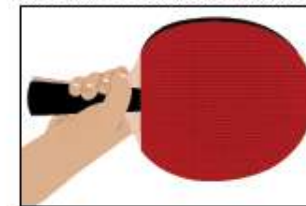
If a player cannot return a hit over or around the net so that the ball bounces on the opposite side of the table, the player loses the point.



SHAKEHANDS GRIP FRONT



SHAKEHANDS GRIP BACK



Key Terminology

Backhand: A shot done with the racket to the left of the elbow for a right hander, the reverse for a left hander.

Backspin: Backward spin placed on the ball.

Closed: Holding the racket such that the racket's hitting surface is aimed downward, with the top edge leaning away from you.

Cross-table: A ball that is hit diagonally from corner to corner.

Dead: A ball without any spin.

Drive: The basic topspin shot or smash executed close to the table. **Forehand:** Any shot done with the racket to the right of the elbow for a right hander, the reverse for a left hander.

Game: Set. Each game is played to 11 points unless a deuce occurs.
Game Point: Last point of a game.

Let: Service ball hitting the net or a distraction that causes the point played over.

Open: Holding the racket such that the racket's hitting surface is aimed outward, with the top edge leaning towards you.

Push: A push is an underspin shot executed over the table, and usually close to the net. This is a passive shot that is used when it is impossible to attack a ball.

Rally: The period in which the ball is in play.

Shake hand: The most popular grip. It gives the best balance of forehand and backhand.

Spin: The rotation of a ball.

Topsin: Spin placed on a ball to allow it to curve down onto the table.

Stroke: Any shot used in the game, including the serve.

Topspin: Spin placed on a ball to allow it to curve down onto the table.



WHAT IS HISTORY? KNOWLEDGE ORGANISER

KEY WORDS

Chronology	In time order – beginning to end
Century	100 years
Source	Evidence from the past
Inference	A conclusion or opinion reached based on known facts
Millennium	1000 years
Decade	10 years
Year	Period of 365 days
Month	Period of 28 days or 4 weeks
AD – Anno Domini	In the year of our Lord
BC	Before Christ
BCE	Before Common Era
CE	Common Era



Examples of Sources

Paintings
Photographs
Diaries
Newspapers
Films
Official documents
Books
Cartoons
Verbal accounts

The Moon Landing 1969

On July 20, 1969, millions of people gathered around their televisions to watch two U.S. astronauts do something no one had ever done before. Wearing bulky space suits and backpacks of oxygen to breathe, Neil Armstrong and Edwin “Buzz” Aldrin became the first human beings to walk on the [moon](#). After the two stepped onto the lunar surface, Armstrong proclaimed these famous words: “That's one small step for a man, one giant leap for mankind.”

