



KNOWLEDGE PREP

YEAR 7

HALF TERM 1

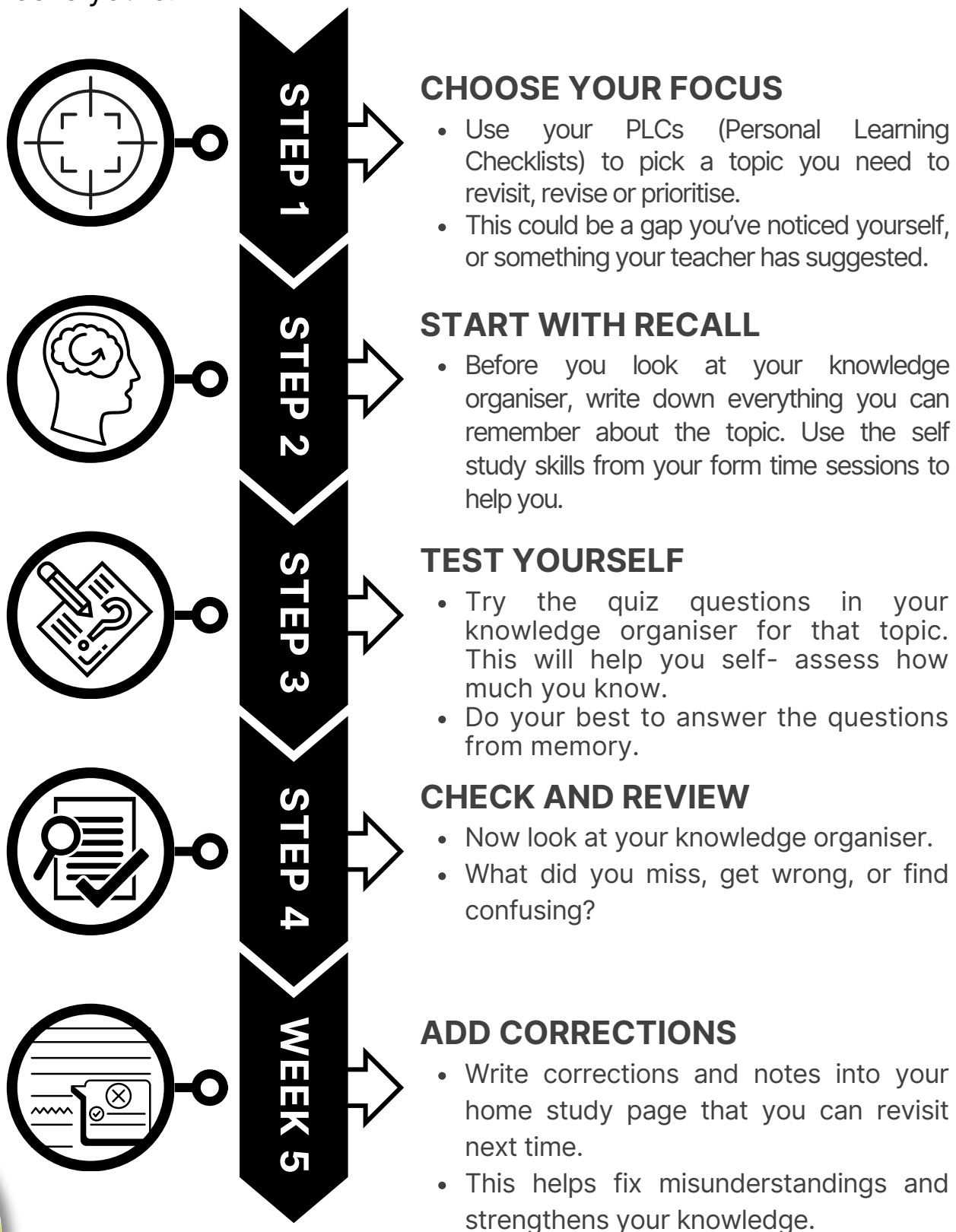
NAME

TUTOR GROUP

ACADEMIC YEAR

HOME STUDY GUIDANCE

You should complete one page of home study each night, following the steps below. You can focus on one subject or multiple subjects – the choice is yours.



FORTNIGHTLY PLANNER

Plan which subject/ areas to study each night over two weeks. Adjust as needed (e.g., to prep for an upcoming quiz or a topic you found difficult in class).

Monday

Tuesday

Wednesday

Thursday

Friday

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A wireframe sphere composed of numerous intersecting gray lines, creating a complex geometric pattern. A dark gray horizontal bar is superimposed across the center of the sphere.

CORE

Unit 1 : Year 7 Origins of Drama

Personal Learning Checklist

	Knowledge	R	A	G
1.0	1.0: Can I show understanding of the Classical Literary Period			
1.1	Can I explain democracy and political structure of Ancient Greece?			
1.2	How did theatre evolve in Ancient Greece?			
1.3	Can I explain the Ancient Greeks beliefs and views on mythology?			
2..0	Can I explain Aristotelian Ethics - specifically virtues and vices			
3.1	Can I explain the importance of plot and character in Aristotelian tragedy?			
3.2	Can I define hamartia?			
3.2	Can I define hubris?			
3.2	Can I define Catharsis?			
3.3	Can I explain the Tragic Hero?			
3.4	Can I explain the role of the chorus?			
4.0	Can I explain an ode?			
4.0	Can I explain a prologue?			
4.1	Can I define dramatic irony?			
4.2	Can I define foreshadowing?			
4.3	Can I define a monologue?			
4.3	Can I define a soliloquy?			
5.0	Can I identify symbolism?			
5.0	Can I identify motif?			

Unit 1 : Year 7 Origins of Drama

Personal Learning Checklist

	Skills	R	A	G
	Skills – Can I infer and deduce meaning from a text?			
	Skills – Can I analyse specific impact of words and phrases?			
	Skills – Can I create a link between context plot, character?			
	Skills – Can I comment on a writer’s intention?			
	Skills – Can I discuss a universal theme?			
	Skills – Can I develop a personal response to a text?			
	Skills – Can I craft a thesis statement?			
	Skills – Can I use commas effectively in my writing (comma sandwich sentence)			
	Skills – Can I use discourse markers effectively?			
	Skills – Can I use comparative connectives effectively?			
	Skills - Summarising			

English – Year 7 Unit 1 Origins of Drama

Essential Knowledge

- Classical period context
- Virtues and vices

Tragedy:

- Hamartia
- Tragic Hero
- Hubris
- Catharsis
- Dramatic irony
- Foreshadowing
- Monologue/Soliloquy
- Symbolism

Prior Learning Links

Verbs
Nouns
Adjectives
Speech marks
Discourse markers
Comparative connectives
Drama – performing plays
Modern Theatre

Key Vocabulary - Context, Theme, Tragedy, Tragic Hero, Catharsis, Hubris, Hamartia, Dramatic Irony, Soliloquy, Monologue, Dialogue, Foreshadowing, Aside, Allegory.

Context

Greek Theatre

The theatre of Ancient Greece flourished between 550 BC and 220 BC. A festival honouring the god Dionysus was held in Athens, out of which **three dramatic genres** emerged: **tragedy**, **comedy** and the satyr play.

Aristotle and the Tragic Structure

Tragedy depicts the downfall of a noble hero or heroine, usually through some combination of hubris (excessive pride or self-confidence), fate, and the will of the gods. In the *Poetics*, Aristotle's famous study of Greek plays, he writes that the aim of tragedy is to bring about a "catharsis" of the audience— to make them feel emotions of **pity** and **fear**, and to help them get rid of these emotions so that they leave the theatre feeling cleansed and uplifted. Aristotle believes there are 6 main components of tragedy; **plot**, **character**, diction, thought, spectacle (scenic effect), and song (music). Character and plot are considered most important.

Antigone-Context

Sophocles' play "Antigone" is the most political of his Oedipus Trilogy. It was first performed around 441-442 BC and remains captivating because it explores themes like free will, civil disobedience, and the conflict between natural law and family law. The play was written during a time of wars and revolts. Some believe the character Creon is loosely based on Pericles, a famous Athenian leader who helped create the Athenian empire.

Aristotelian Tragedy Key Definitions

Hubris	excessive pride or self-confidence
Hamartia	a fatal flaw leading to the downfall of a tragic hero or heroine.
Tragic Hero	A tragic hero is a character in a dramatic tragedy who has virtuous and sympathetic traits but ultimately meets with suffering or defeat.
Catharsis	the process of releasing, and thereby providing relief from, strong or repressed emotions

Dramatic Devices

Dramatic Irony	A literary technique in which the audience knows more than the characters in a text.
Soliloquy	An act of speaking thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Monologue	An extended speech by one character.
Dialogue	A conversation between two or more people as a feature of a book, play, or film.
Foreshadowing	A hint or indication of a future event in a text.
Aside	A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters.
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.

English – Year 7 Unit 1 Origins of Drama

Context

<i>Greek Theatre</i>	Watch the following video clips. Produce a page of Cornell notes for each video (these should be watched on separate occasions): https://www.nationaltheatre.org.uk/file/introduction-greek-theatre https://www.nationaltheatre.org.uk/file/modern-interpretations-greek-chorus https://www.youtube.com/watch?v=VeTeK9kvxyo&t=1s
<i>Aristotle and the Tragic Structure</i>	Answer the following questions: What is a tragedy? What 6 components did Aristotle say made up a tragedy? You may want to use the following for support: https://www.youtube.com/watch?v=BOv2wKZKJEc
<i>Antigone- Context</i>	Use the following resources and make a dual coded poster summarising context and plot: https://www.sparknotes.com/drama/antigone/summary/#:~:text=Antigone%20is%20the%20girl%20who,to%20the%20duties%20of%20rule. https://www.youtube.com/watch?v=XkTJq7_aXAU

Aristotelian Tragedy

Hubris	<ul style="list-style-type: none"> Define the key terms we have learnt Watch the following video and answer this question in your reflection log: Why are tragedies still alluring? https://www.youtube.com/watch?v=eVRU5MVYNiw Watch this clip and create a key terms page in your reflection log: https://www.youtube.com/watch?v=nGIQkaolFI&t=166s Watch the following video: https://www.youtube.com/watch?v=HlvfygyigE Create a table in your reflection log outlining the features of a Greek Tragedy and a Greek Comedy. Answer the following question: How are comedies and tragedies different? What makes a tragic hero?
Hamartia	
Tragic Hero	
Catharsis	

Dramatic Devices

Dramatic Irony	<p>Define the key terms we have learnt. Use the new terms to describe events in Antigone. Watch the revision videos and make your own Cornell notes to revise the terms.</p> <ul style="list-style-type: none"> Soliloquy revision video https://www.youtube.com/watch?v=4ogkXqh2HaU Dramatic irony revision video https://www.youtube.com/watch?v=RZFYuX84n1U Foreshadowing revision video https://www.youtube.com/watch?v=L0mBq7IK6YA Allegory revision video https://www.youtube.com/watch?v=5s062mieLDY
Soliloquy	
Monologue	
Dialogue	
Foreshadowing	
Aside	
Allegory	

Aristotle's views on plot and character

Character – What does Aristotle consider to be most important for characters in tragedy? Consider the characters in Antigone. How do they fit with the character archetypes that Aristotle considers essential in tragedy?

Plot – What does Aristotle consider most important in a tragic plot? How does the story of Antigone fit this criteria? What themes are there in Antigone?

HT1 MATHS PLC

Unit 1 - Sequences

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Describe and continue sequences	M241/M381			
Find the next term in a sequence	M241/M381			
Describe and identify linear sequences	M981			
Describe and identify non-linear sequences	M981			
Continue a linear sequence	M991			
Continue a non-linear sequence	M381			

Unit 2 – Algebraic Notation and Substitution

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Use a 1-step function machine with numbers	M175			
Use a 1-step function machine with algebra	M428			
Use a 2-step function machine with numbers	M175			
Use a 2-step function machine with algebra	M428			
Substitute into expressions with one term	M417			
Substitute into expressions with two terms	M327			

Unit 3 – Expressions and Equations

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Identify like and unlike terms	M795			
Collect like terms	M795			
Solve 1-step equations	M707			
Solve 2-step equations	M634			



Year 7- Sequences

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Essential knowledge

Know the difference between linear and non-linear sequences.

Know how to identify a Fibonacci sequence.

Key Vocabulary

Sequence: list of items in a given order, usually following a rule

Term: number/object that relates to a specific position in a sequence

Rule: description to generate terms in a sequence

Linear: sequence with a common difference between consecutive terms

Non-Linear: sequence with no common difference between consecutive terms

Position: where a number or diagram is located in a sequence

Consecutive: following one after another without any gaps eg. 1, 2, 3

Prior learning links

Recognising patterns
Number facts

Non Linear Sequences

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

How do I know this is a non-linear sequence?

It increases by multiplying the previous term by 2. – this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?

At least 4 terms – two terms only shows one difference not if this difference is constant. (a common difference).

Fibonacci Sequence

A Fibonacci sequence is where you add the two previous terms together to get the next term.

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144...

$$1+1 = 2$$

$$1+2 = 3$$

$$2+3 = 5$$

$$3+5 = 8$$

$$5+8 = 13$$

$$8+13 = 21$$

$$13+21 = 34$$

Linear Sequences- sequence with a common difference between consecutive terms

Linear Sequences 7, 11, 15, 19...

How do I know this is a linear sequence?

It increases by adding 4 to each term.

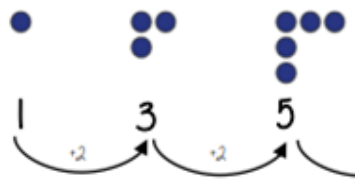
How many terms do I need to make this conclusion?

At least 4 terms – two terms only shows one difference not if this difference is constant. (a common difference).

How do I continue the sequence?

You continue to repeat difference for each consecutive term.

Sequences (Patterns and Diagrams)



How do I work out the term-to-term rule?

Count the number of circles in each pattern and record as a number then work out the difference between the numbers.

How do I work out the next term?

Continue the number sequence then draw that number of circles.

Does the pattern/diagram always involve a circle?

The pattern or diagram could be made up on any shape. The most common are circles or lines to represent match sticks.

Prior learning links

Find the difference between the following sets of numbers:

7 and 11

2 and 13

31 and 38

72 and 81

Fill in the blanks

$$6 + _ = 9 \quad 12 - _ = 5 \quad 7 + _ = 39$$

Non Linear Sequences

Find the next term in each geometric sequence

2, 10, 50...

5, 15, 45, 135...

200, 50...

Fibonacci Sequence

The first two terms of a Fibonacci sequence are **1 and 1**

The term-to-term rule is: To find the next term, add the two previous terms together.

Write the first seven terms of the sequence.

Key Vocabulary

Define the following:

Sequence

Term

Rule

Linear

Non-Linear

Position

Consecutive

Linear sequences

Write the next three terms and the rule.

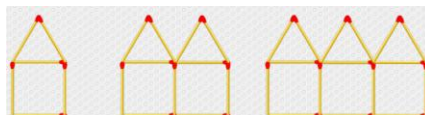
a) 7, 10, 13...

a) 10, 8, 6...

a) 14, 18, 22...

a) -6, -4, -2...

Sequences (Patterns and Diagrams)



How many matchsticks are in each diagram?

What are the matchsticks increasing by each time?

How many matchsticks would be in the next two diagrams?

Can you draw the next two diagrams?



Year 7 – Algebraic Notation and Substitution

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Essential knowledge

Know inverse operations.
Know correct algebraic notation
e.g. $4 \times b = 4b$
Know how to identify square
and square root on a calculator.
Know the meaning of variable,
term and expression.

Key Vocabulary

Function: mathematical relationship between an input and output,
written as a rule

Input: number, term or expression that goes into a function and results
in an output

Output: number, term or expression that results from a function being
applied to an input

Inverse: opposite effect of

Substitution: replace letters with numerical values

Expression: collection of terms involving variables and numbers

Prior learning links

Function Machines
Bar Modelling
Inverse Operations

Function Machine - 1 step

A 1-step function machine has only **one operation** (rule) applied to the input.

Input \rightarrow [Operation] \rightarrow Output

Finding the Output

Machine: Add 5 Input: 7

$$7 \rightarrow +5 \rightarrow 12$$

Machine: Multiply by a Input: 4

$$4 \rightarrow \times a \rightarrow 4a$$

To find the input from the output. Use the **inverse** operation.

Function Machine - 2 step

Input \rightarrow [Operation 1] \rightarrow [Operation 2] \rightarrow Output

Finding the Output

Machine: Multiply by 2, add 3 Input: 4

$$4 \rightarrow \times 2 \rightarrow + 3 \rightarrow 11$$

Machine: Multiply by 5, subtract 3 Input: b

$$b \rightarrow \times 5 \rightarrow - 3 \rightarrow 5b - 3$$

Substitution into expressions - 1 step

Example 1

$4y$ means 4 lots of 'y'

If $y = 7$, this means the expression is asking for 4
lots of 7.

$$4 \times 7 = 28$$

Example 2

$y - 2$ means y subtract 2

If $y = 7$, this means the expression is asking for 7
subtract 2.

$$7 - 2 = 5$$

Substitution into expressions - 2 step

Example

Expression: $2x+5$

If, $x=4$

Substitute: $2 \times 4 + 5$

Step 1 (Multiplication): $8+5$

Step 2 (Addition): 13

Prior learning links

The inverse of addition is...

The inverse of division is...

The inverse of squaring is...

Complete the calculation

$$8 + \square = 15$$

$$5 \times \square = 65$$

Key Vocabulary

Define the following keywords:

Function

Input

Output

Inverse

Substitution

Expression

Substitution into expressions - 1 step

If $x=8$, what is the value of $x+5$?

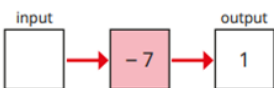
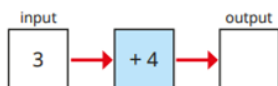
If $y=15$, what is the value of $y-7$?

If $a=6$, what is the value of $3a$?

If $b=20$, what is the value of $\frac{b}{4}$?

If $c=9$, what is the value of c^2 ?

Function Machine - 1 step



Function Machine - 2 step



Substitution into expressions - 2 step

If $m=5$, what is the value of $3m-4$?

If $p=7$, what is the value of $2(p+1)$?

Essential knowledge

Know inverse operations.
Know correct algebraic notation e.g. $4 \times b = 4b$.
Recognise like and unlike terms.
Know when terms can be collected.

Key Vocabulary

Equation: a mathematical statement where one side is equal to the other side

Solve: to find a solution

Term: a single number or variable

Like: variables that are the same are 'like'

Inverse: opposite effect of

Prior learning links

Function Machines
Bar Modelling
Inverse Operations
Algebraic Notation

Like and Unlike Terms

Like terms are those whose variables are the same.

Like terms:

y , $4y$

5 , -2

h^2 , $4h^2$

ab , $10ba$ (notice here ab and ba are commutative operations, so are still like terms)

Unlike terms:

$7x$, y

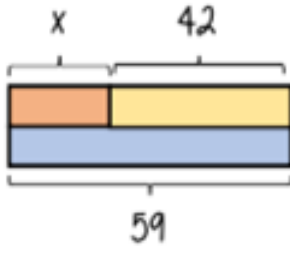
ab , $10a$

$-2t$, -2

$2x^2$, $2c^2$

Solving 1-step equations (+/-)

$x + 42 = 59$



$$x + 42 = 59$$

$$42 + x = 59$$

$$59 - x = 42$$

$$59 - 42 = x$$

Collecting Like Terms

Only like terms can be combined.

$$x + x + x = 3x$$

$$2t + 5t = 7t$$

$$11e - 5e = 6e$$

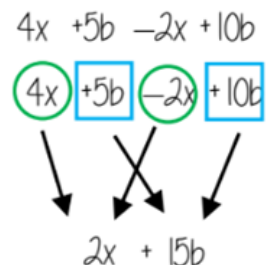
$$a + a + b + b + b = 2a + 3b$$

$$4x + 5b - 2x + 10b$$

$$4x - 2x = 2x$$

$$5b + 10b = 15b$$

$$2x + 15b$$



Solving 1-step equations (x/÷)

$\frac{f}{4} = 5$

$$f \div 4 = 5$$

$$f = 5 \times 4$$

$$5 \times 4 = f$$

$$4 \times 5 = f$$



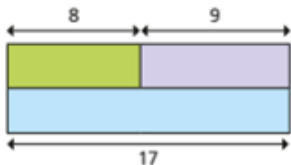
Prior learning links

The inverse of subtraction is...

The inverse of multiplication is...

What does $5t$ mean?

What does the bar model represent?



Key Vocabulary

Define the following keywords:

Equation:

Solve:

Term:

Like:

Inverse:

Collecting Like Terms

Simplify these expressions so they only have one term:

$$7a + 2a =$$

$$3a + 4a + 5a =$$

$$10b - 3b + 5b =$$

$$6x^2 + 5x^2 =$$

$$2ab + 6ab - 3ab =$$

Like and Unlike Terms

Tick which pairs are like terms:

$3h$ and $5h$

$2k$ and $7hk$

b^2 and $4b^2$

$3e$ and $3e^2$

d and $246d$

Solving 1-step equations (+/-)

Solve the following equations:

$$g + 59 = 81$$

$$18.8 + b = 27$$

$$73.1 = e + 51$$

$$243.2 = 108 + k$$

$$70 - s = 28$$

$$p - 201 = 423.9$$

Solving 1-step equations (x/÷)

Draw a bar model to represent $3b = 39$

Solve the following equations:

$$4a = 32$$

$$2p = 17$$

$$8 = 20b$$

$$9 = \frac{m}{15}$$

Y7 HT1 SCIENCE PLC- CELLS

Essential Knowledge	R	A	G
Cells are the basic unit of life.			
Microscopes are used to observe cell structures.			
Plant and animal cells have similarities and differences.			
An animal cell has a nucleus, cytoplasm, cell membrane and mitochondria.			
A plant cell has all the animal cell parts plus a cell wall, vacuole and chloroplasts.			
Each cell organelle has a specific function.			
Diffusion moves substances in and out of cells.			
Specialised cells have adaptations to suit their functions.			
Light and electron microscopes have different features.			
Key vocabulary: I understand the term...			
Cell membrane			
Cell wall			
Cytoplasm			
Nucleus			
Chloroplast			
Vacuole			
Mitochondria			
Diffusion			

Essential knowledge

- Cells are the fundamental unit of living organisms
- How to observe, interpret and record cell structure using a light microscope
- The function of the parts of a cell
- The similarities and differences between plant and animal cells
- The role of diffusion in the movement of materials in between cells

Key Vocabulary

- Cell membrane
- Cell Wall
- Cytoplasm
- Nucleus
- Chloroplast
- Vacuole
- Mitochondria
- Diffusion

Prior learning links

All living things need to carry out the following life processes: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.

Respiration is the process that releases energy in the mitochondria

Sensitivity is where a living thing responds to changes in the environment

Reproduction is where a living thing creates a new life

Excretion is the removal of waste products

Nutrition means to take in the necessary vitamins and minerals needed to be healthy

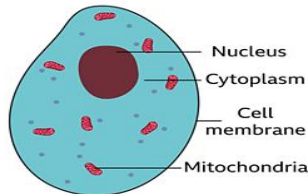
Structure of an animal cell

Nucleus - contains DNA

Cytoplasm – chemical reactions take place

Cell membrane – controls what enters and leaves the cell

Mitochondria – where energy is released through respiration

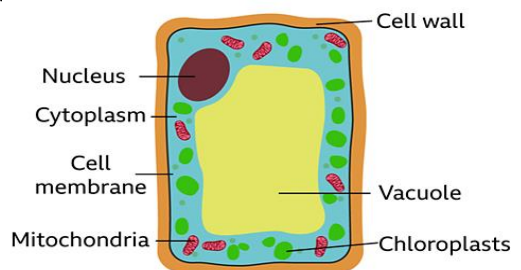


Structure of a plant cell

Cell wall - provides structure

Vacuole – contains cell sap to keep the turgid

Chloroplast- where light is absorbed for photosynthesis

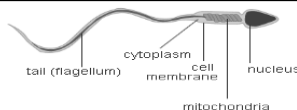


Specialised cells

Sperm cell

Function – to deliver genetic information of the father to the egg

Adaptations – Tail to swim towards the egg and lots of mitochondria to release energy



Red blood cell

Function – to carry oxygen around the body

Adaptations – large surface area for fast diffusion and no nucleus to carry more oxygen



Microscopes

Light microscope	Electron microscope
Can magnify up to x 2000 so can't see smaller organelles	Can magnify up to x 2,000,000 so can see more organelles
Cheap	Expensive
View both live and dead specimens	Views only dead specimens
Small and portable	Large and can't be moved

Essential knowledge

- Cells are the fundamental unit of living organisms
- How to observe, interpret and record cell structure using a light microscope
- The function of the parts of a cell
- The similarities and differences between plant and animal cells
- The role of diffusion in the movement of materials in between cells

Key Vocabulary

Which key word:

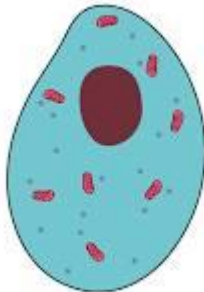
1. Describes the process that releases energy through respiration?
2. Describes the movement of particles from an area of high to low concentration?
3. Is the part that holds genetic information?

Prior learning links

1. State the life processes that all living things need to carry out.
2. State the meaning of respiration.
3. State the meaning of sensitivity.
4. State the meaning of reproduction.
5. State the meaning of excretion.
6. Describe why nutrition is important.

Structure of an animal cell

1. Label the animal cell
2. State the function of the following
 - Nucleus
 - Cytoplasm
 - Cell membrane
 - Mitochondria



Structure of a plant cell

1. Label the plant cell.
2. State the function of the following
 - Cell wall
 - Vacuole
 - Chloroplast



Specialised Cells

1. State two adaptations of a sperm cell
2. State two adaptations of a red blood cell.
3. State the function of a sperm cell.
4. State the function of a red blood cell.
5. Explain why a sperm cell requires lots of mitochondria.
6. Explain why red blood cells require haemoglobin and what might happen if they do not have enough.

Microscopes


1. State the two types of microscopes.
2. State two advantages of a light microscope.
3. State two advantages of an electron microscope.
4. State two disadvantages of a light microscope.
5. State two disadvantages of an electron microscope.
6. State which type of microscope must be used to view living specimens.
7. Explain why not all parts of a cell can be seen under a light microscope.

The logo consists of a wireframe globe made of thin, intersecting grey lines. A solid dark grey horizontal bar is superimposed across the center of the globe.

EBACC

Year 7 Personal Learning Checklist:

Unit 1a Judaism

	Knowledge	R	A	G
1.1	Can I understand how Abraham becomes a prophet?			
1.2	Can I understand the meaning of the covenant Abraham makes with God?			
1.3	Can I explain how Abraham's lineage continues the Jewish faith?			
1.4	Can I explain Moses' early life in the period of Israelite slavery in Egypt?			
1.5	Can I understand the significance of miracles in Judaism (<i>Ten Plagues, Parting of the Red Sea</i>)?			
1.6	Can I explain the importance of the Exodus to the "promised land" in the Jewish faith?			
1.7	Can I explain the significance of <i>The Torah</i> as a guide for how Jewish people should live?			
1.8	Can I understand the influence of the Ten Commandments outside Judaism?			

Year 7 - Judaism

Essential knowledge

- Understand Abraham becoming a prophet
- Understanding what the role of a prophet is
- The Covenant is an agreement Abraham made with God
- The concept of a promised land
- How Abraham's lineage continues the Jewish faith
- Moses' early life in the period of Israelite slavery in Egypt
- Significance of miracles in Judaism (Ten Plagues, Parting of the Red Sea)
- Importance of the Exodus to the promised land in the Jewish faith
- Israel as the promised land in modern day
- The Torah is a guide on how Jewish people should live their lives
- A Synagogue is a Jewish place of worship

Key vocabulary

Avraham Avinu, Moses, Tenakh, Torah, Nevi'im, Ketuvim, Exodus, Mitzvot, Ark, Covenant, Synagogue, Bimah, Ner Tamid, Mount Sinai, Canaan, Pharaoh, Jerusalem, Menorah, Rabbi,

Important Figures

Judaism traces its origins to one man named Abraham, also known as Avraham Avinu, who lived approximately 2000 BC. The Torah states that God appeared to Abraham and told him he should leave his home and travel to the land of Canaan, which God would give him and his descendants. When he arrived, Abraham honoured God, and God promised Abraham he would have a son to be his heir.

Around 500 years after Abraham died, his descendants - who called themselves Israelites - had settled in Egypt to escape a drought in Canaan. However, the Pharaoh of Egypt began to feel threatened by them and forced them into slavery. To reduce the population, the Pharaoh ordered that male babies should be killed. In an effort to save her infant son, one Israelite mother hid him among the reeds in a river where he was found by an Egyptian princess. She rescued him and brought him up as her own child, and named him Moses.

Moses is a significant figure in Judaism due to the Exodus of Egypt. The Exodus describes the journey the Israelites took out of Egypt and into Canaan, and literally means 'a journey out'. Moses was the prophet that received the Ten Commandments from God that are hugely significant to the Jewish people to this day.

Prior learning links

The topic of Judaism links to the prior learning that should have taken place at Primary level. It links to the other Abrahamic Faiths (Christianity and Islam) that have also been studied at Primary level by students.

Places of worship

The building in which Jewish people worship is called a Synagogue. Some Jewish people may call it a Shul. The word synagogue literally means 'assembly' or 'meeting together' and shul means 'school'. This shows it is more than just a place of worship. Some features of a Synagogue include the Bimah, Ner tamid and The Ark. The Bimah is a raised platform from which the Torah scroll is read, and is often in the centre of the Synagogue. The Ark is a cupboard where the Torah scrolls are kept and the Ner tamid is a light that burns constantly above the Ark. Jewish worship is often carried out by a spiritual leader called a Rabbi.

The Ten Commandments

The Ten Commandments have special significance in Judaism. They were given to Moses on Mount Sinai by God and are written in Hebrew. They include:

1. You shall have no other Gods before Me.
2. You shall not make idols.
3. You shall not take the Lord's name in vain.
4. Remember the Sabbath day and keep it holy.
5. Honour your Father and your Mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not witness bear false witness against your neighbor.
10. You shall not covet.



Holy Scripture

The Jewish Bible is a collection of 24 separate books. It is called the Tenakh and is divided into the Torah, Nevi'im and Ketuvim. The Torah means 'law' and consists of five books. It is the most important part of the Tenakh because it contains God's laws and commandments. There are 613 commandments, known as mitzvot. Nevi'im means 'prophet'. This section contains the writings of those people who believed that God had given them messages for the Jewish people. Ketuvim means 'writings'. The Ketuvim are books of poetry, and stories.

Year 7 - Judaism

Prior learning links

The topic of Judaism links to the prior learning that should have taken place at Primary level. It links to the other Abrahamic Faiths (Christianity and Islam) that have also been studied at Primary level by students.

Key vocabulary

1. What does Torah mean?
2. What does Nevi'im mean?
3. What does Ketuvim mean?
4. What is the Tenakh?
5. What is a Rabbi?
6. Who is Abraham also known as?
7. What are the total number of commandments in Judaism known as?
8. What does the word Synagogue mean?
9. What does the word Exodus mean?

Places of worship

1. What might a Synagogue be also known as?
2. What is the Bimah?
3. What is the Ark?
4. What is the Ner Tamid?
5. Who might lead worship in a Synagogue?
6. Where is the Bimah located?

Important Figures

1. Who is the founding father of Judaism?
2. Who was responsible for the Exodus?
3. Around what year did Abraham live?
4. What were Abraham's descendants called?
5. What did God ask Abraham to do?
6. What did God promise Abraham in return for following his instructions?
7. What was the name of the agreement between God and Abraham?
8. What did the Egyptians force Abraham's descendants to do?
9. Who found and raised Moses?
10. Which prophet led the Exodus?
11. What was the name of the promised land Moses took his people to?
12. Which country is believed to be the promised land in modern times?
13. Which miracles helped Moses free his people?

Holy Scripture

1. What is the name of the Jewish Bible?
2. What does the word Torah mean?
3. What would you find in the Nevi'im?
4. What would you find in the Ketuvim?
5. In which book would you find the Mitzvot?

The Ten Commandments

1. Write out the Ten Commandments
2. What language were the Ten Commandments originally written in?
3. Which prophet received the Ten Commandments?
4. Where did the prophet receive the Ten Commandments?
Who gave the Ten Commandments to prophet?
5. How many Commandments are there in Judaism in total?
6. What are the entire collection of Commandments called?

7.1 How to be a geographer

Lessons	I can...	R	A	G
7.1.1 What is geography	name the three branches of geography			
	give examples of topics in each branch of geography			
		R	A	G
7.1.2 What is the UK like?	locate the countries of the UK on a map			
7.1.3 Lands End to John o'Groats	name the countries and capitals of the UK			
	describe the physical features of the UK			
	describe the human features of the UK			
		R	A	G
7.1.4 How connected are we to Europe 7.1.5 How connected are we to the wider world	locate the UK within Europe			
	locate Europe on a map			
	describe our connections to the rest of Europe			
	draw and interpret a pictogram			
	define trade, import and export			
	describe our connections to the rest of the world			

Year 7 Geography Term 1a

How to be a geographer

Essential knowledge

What are the branches of geography?

Name the countries of the United Kingdom.

Identify and gather information using a variety of maps.

Key vocabulary

Geography The study of places and the relationships between people and their environments.

Geographer A person who studies geography

Sustainability The practice of using natural resources responsibly to support present and future generations.

Infrastructure Basic services and facilities serving an area - roads, schools.

Prior learning links

Students would have studied the name and location of the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. They would also be able to understand how some of these aspects have changed over time.

Branches of geography

Human - The branch which deals with the actions and interactions of people.

Topics: Population, migration, rural areas, urban areas, development, economic activities

Physical - The branch which deals with Earth's natural features and processes.

Topics: Plate tectonics, weather, climate, coastal areas, rivers, glaciers, global biomes

Environmental - The branch which deals with the interactions between people and the natural world.

Topics: Energy, resources, sustainability, pollution, recycling, infrastructure, conservation

The United Kingdom

The United Kingdom of Great Britain and Northern Ireland: .



England

Capital: London
Area: 130 279 km²
Population: 56.54 million



Scotland

Capital: Edinburgh
Area: 77 925 km²
Population: 5.48 million



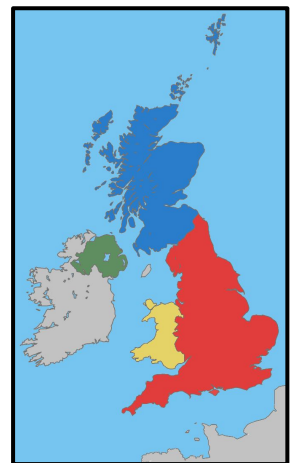
Wales

Capital: Cardiff
Area: 20 735 km²
Population: 3.11 million



Northern Ireland

Capital: Belfast
Area: 14 130 km²
Population: 1.91 million



Maps and photographs

OS maps - Shows all the paths, roads, hills etc of areas of the UK in detail and at various scales.

Topographical map - Uses contour lines and/or colour to show shape of land.

Thematic map - Uses colours or symbols to show a geographic pattern. E.g. population density.

Aerial photograph - Taken from an aircraft or drone either directly above or at an angle.

Satellite image - Taken from an artificial satellite in space. Often seen on weather forecasts.

Year 7 Geography Term 1a

How to be a geographer

Prior learning links

1. What is the difference between human and physical geography.
2. What do hills look like on a map?
3. What do rivers look like on a map?
4. What do mountains look like on a map?
5. What do coasts look like on a map?
6. What is a land-use pattern?

Key vocabulary

1. What is geography?
2. What does a geographer study the relationships between?
3. What is sustainability?
4. What is infrastructure?
5. What are contour lines?
6. What is the Ordnance Survey?

Branches of geography

1. How many branches of geography are there?
2. Name the branches of geography What is human geography?
3. What is physical geography?
4. What is environmental geography? Name three topics which are part of human geography.
5. Name three topics which are part of physical geography.
6. Name three topics which are part of environmental geography.
7. Which branch of geography would you be studying if...
 - a. You were studying waterfalls?
 - b. You were studying wind energy?
 - c. You were studying refugees?
 - d. You were studying deserts?
 - e. You were studying tourism?
 - f. You were studying how water is used

The United Kingdom

1. How many countries are in the United Kingdom?
2. Which countries are part of Great Britain?
3. Which countries have land borders with England?
4. Which country has no land border with any other country in the United Kingdom?
5. Which is the northernmost country in the United Kingdom?
6. Which is the southernmost country in the United Kingdom? What are the capitals of each of the countries?
7. Rank the countries in order of size by population.
8. Rank the countries in order of size by area.
9. Describe the flags of each nation. What is the Union Flag?

Maps and photographs

1. What is an OS map?
2. What is a topographical map?
3. What is a thematic map?
4. What is an aerial photograph?
5. What is a satellite image?
6. Which two maps show the shape of the land (hills)?
7. Which map can be used to identify geographical patterns?
8. How are aerial photographs captured?
9. What two methods can be used to show the shape of the land on topographical maps?
10. What two methods can be used to show patterns on thematic maps?
11. The aerial photograph is of Blackpool - is the photo taken towards the south east or north west?
12. Which human and physical features can you see in the aerial photograph?



UNITY Modern Foreign Languages DEPARTMENT



Personal Learning Checklist

Year 7 Autumn Term



Scheme for Learning: All About me! *C'est perso!*

How do you rate your learning success?	Evidence /Example			
I can spot words in French that look like English and guess what they mean. These words are called:				
I know subject pronouns in French such as <i>I and You</i> .				
I can give some basic information in order to introduce myself in French.				
I can use words from the paradigm for <i>avoir</i> = to have I can use words from the paradigm for <i>être</i> = to be.				
I know how to give my opinions: <i>I like or I don't like</i> .				
I know how to use conjunctions <i>and, but and because</i> in French.				
I can give reasons to justify my opinions.				
I can count to 20 or above in French				

Prior Learning Links

Look at the list opposite.
Put a tick next to the French you already know.



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- Counting in French: *un à dix*
- Opinion: *J'adore* (Y6)
- Greetings + names (Primary)
- *Bonjour, Salut, Je m'appelle.... Au revoir.*
- pronoun (Y5+6) *Je*
- Animals (Y4) *un chien, un chat*
- Colours (Y3) *les couleurs*
- Classroom objects (Y6) *un stylo, une règle*
- Family members (Y6) *ma famille*

My Vocabulary Quiz Scores					My End of Unit Assessment Results				
					<u>L</u>	<u>R</u>	<u>W</u>	<u>S</u>	_____%

UNITY MFL DÉPARTEMENT
Prior knowledge Autumn Term
Year 7

Scheme for Learning: C'est perso!

How confident do you feel about the statements below?			
I can spot words in French that look like English and guess what they mean.			
I know some pronouns in French such as I and You.			
I can give some basic information in order to introduce myself in French.			
I can use the words I am and I have in French.			
I know how to say what I like or don't like.			
I know how to say and, but and because in French.			
I can count to 10 or above in French			

What key skills do you want to develop in this unit of work?	
How do you think you can achieve success in this unit?	

What do you feel confident about
going into this unit of work?

Essential knowledge

- Asking and answering key questions about:
Your name, your age, your birthday, how you are
- Subject pronouns.
- Simple opinions
- Conjunctions.

Prior learning links

- Opinion: *J'adore* (Y6)
- Greetings + names (Primary)
- pronoun: Je (Y5+6)
- Animals: (Y4)
- Colours (Y3)
- Classroom objects (Y6)
- Family members (Y6)

Conjugating 'er' verbs

Most verbs in French are ER verbs. This means they end with the letters ER. These are verbs in the infinitive form. In English they translate using 'to' at the start of them. **aimer** is the verb 'to like'.

When using them in the present tense, the end of the verb will change depending on who is doing the action.

e.g. *J'aime* I like
Tu aimes You like
Il aime He likes

Other examples of 'er' verbs are;
adorer - to love *J'adore*
danse - to dance *Je danse*
écouter - to listen *J'écoute*

Key vocabulary

Les pronoms The Pronouns

<i>Je/J'</i>	I
<i>Tu</i>	you (singular)
<i>Il</i>	He
<i>Elle</i>	She
<i>On</i>	We
<i>Nous</i>	We
<i>Vous</i>	You (plural)
<i>Ils</i>	They (masculin)
<i>Elles</i>	They (feminine)

Aimer To like

<i>J'aime</i>	I like
<i>Tu aimes</i>	You like
<i>Il aime</i>	He likes
<i>Elle aime</i>	She likes
<i>On aime</i>	We like
<i>Nous aimons</i>	We like
<i>Vous aimez</i>	You like
<i>Ils aiment</i>	They like
<i>Elles aiment</i>	They like

<i>C'est</i>	It is
<i>J'adore</i>	I love
<i>J'aime</i>	I like
<i>Je n'aime pas</i>	I don't like
<i>Je déteste</i>	I hate
<i>Je préfère</i>	I prefer
<i>Tu aimes...?</i>	Do you like...?

<i>mais</i>	but
<i>et</i>	and
<i>aussi</i>	also
<i>parce que</i>	because
<i>car</i>	because
<i>c'est</i>	it is
<i>Ils sont</i>	They are

<i>fantastique</i>	fantastic
<i>génial</i>	great
<i>super</i>	super
<i>nul</i>	rubbish
<i>ennuyeux</i>	boring

A pronoun replaces a noun in a sentence.

For example:

Sarah likes chocolate.

She likes chocolate.

The pronoun 'she' has been used in place of 'Sarah'.

Understanding pronouns.

Tu means you when speaking to someone you know well. (a friend or member of your family)

Vous is used to someone we show respect to or a stranger. (the Head teacher or a shop assistant)

Ils means they. It is used for a group of ALL boys or a group of boys AND girls.

Elles means they. It is used for a group of ALL girls.

Using pronouns with the verb 'to like' (**aimer**)

J'aime mon chien = ***I*** like my dog.

Il aime la pizza. = **He** likes pizza.

Tu aimes la musique. = **You** like music.

Key Questions:

Comment t'appelles-tu?

Je m'appelle _____.

Quel âge as-tu?

J'ai onze (11) ans.

Ça va?

Ça va bien, merci.

Quelle est la date de ton anniversaire?

Mon anniversaire est le 5 janvier.

Write the correct translation for the following subject pronouns.

- | | |
|------------------------|---------------------------|
| 1. We _____ | 6. You (plural) _____ |
| 2. They (female) _____ | 7. You (a friend) _____ |
| 3. You (polite) _____ | 8. They (masculine) _____ |
| 4. He _____ | 9. They (feminine) _____ |
| 5. I _____ | 10. She _____ |

Fill in the gaps in these sentences using the correct part of the verb *aimer* = to like, then translate them into English.

- J' _____ mon hamster.
- Tu _____ le chocolat.
- Il _____ la couleur rouge.
- Elle _____ les maths.
- Ils _____ la musique.
- Nous _____ la guitare.

Use the vocabulary box, to translate the sentences into French.

- I love tigers.
- I don't like tennis.
- She likes French.
- He loves pizza.
- We like the t-shirt.
- You like cats
- They like tomatoes.

les tigres	le français	le tee-shirt
	les chats	le tennis
les tomates	la pizza	

Copy the questions and write a FRENCH answer for each one. Then, can you translate it?

- Comment t'appelles-tu?
- Quel âge as-tu?
- Ça va?
- Quelle est la date de ton anniversaire?
- Tu aimes les animaux?

Practise your questions and answers with a friend or family member.

Write a sentence, giving your opinion of the items below. Can you develop your sentences to include reasons too?



la pizza



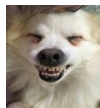
la danse



les araignées



le foot









les chiens

délicieuse	amusant	fantastique	horrible	nul	super
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Essential Knowledge Checklist

Year 7 - History Skills

Essential Knowledge		Developing 	Secure  	Extended   
What is History?	<i>What is history?</i>			
	<i>What is an archeologist?</i>			
	<i>Why do historians disagree?</i>			
History Skills	<i>What does BCE and CE stand for?</i>			
	<i>How long is a decade, century and millennium?</i>			
	<i>How do you work out which century a year is in?</i>			
	<i>What is a timeline?</i>			
	<i>What is primary source? What is a secondary?</i>			
Unity	<i>What was our school site before it was a school?</i>			
	<i>How has our school site changed?</i>			







What essential knowledge do I need to develop?

1 -

2 -

Essential Knowledge Checklist

Year 7 - migration

Essential Knowledge		Developing 	Secure  	Extended   
What is Migration?	<i>What is the definition of migration?</i>			
	<i>Who migrated to Britain?</i>			
	<i>Why is migration important today?</i>			
Migrant Experiences	<i>List 3 groups who have migrated to Britain?</i>			
	<i>How did the Romans change Britain?</i>			
	<i>Explain how Anglo-Saxons changed Britain?</i>			
	<i>Which migrant groups were treated positively?</i>			
	<i>Which migrant groups were violent?</i>			
Substantive Concepts	<i>Migration</i>			
	<i>Diversity</i>			

What essential knowledge do I need to develop?

1 -

2 -

History Year 7 Term 1a

Core Skills

Essential knowledge

How time is measured using key terms and up to date terminology including CE and BCE.
Different types of evidence and how we can use them.
The rule that all sources are useful but useful for what?
How to make judgments about the reliability of sources.
Key details about the history of Blackpool.
Key details about the history of our school and how it has changed.

Key vocabulary

AD / CE, BC / BCE, bias, chronology, timeline, anachronism, evidence, sources, fact, opinion, interpretation, chronological order, buildings, coins, bones, artefacts, oral, pictures, paintings, photographs, diaries, newspapers, letters, decade, century, millennium.
Diversity, empire, hierarchy, migration, monarchy, power, propaganda, racism, religion, revolution.

Prior learning links

Students will have studied; the Stone Age to Iron Age, the Egyptians, the Greeks, the Romans, the Anglo Saxons, local history and a non - European civilisation. and cover second order skills including; chronology, change and continuity, similarity and difference, cause and consequence, evidence and interpretation.

Timelines

When we use timelines we always put dates in chronological order. This is the order they happened in history.
Some events happened before Jesus was born and we call these BC (Before Christ). More recently they have been called BCE, Before Common Era.
BC dates come before the year 0. For example, the Roman period started in 753 BC. Seven hundred and fifty three years before Jesus.
Events that happened after the year 0 we call AD (Anno domini, after Jesus died). More recently they have been called CE - Common Era.
AD dates do not always have AD/CE written after them but BC/BCE dates must have the letters BC/BCE after them.

Centuries - top tip

Centuries are 100 years. They are from the year ending 00 to 99. An easy way to remember how to work out what century a year is in is :-

Cover up the last two numbers and add one.

1547 is 15 + 1 = 16th century

To work out what year is in a century subtract one and then add any number between 00 and 99.

20th century is 20 - 1 = 19

1900 - 1999

Source skills - types of sources

- Artefact - objects e.g. bones, buildings and coins.
- Oral - spoken history e.g. interviews, TV.
- Pictures - can include photographs and paintings.
- Written - including diaries, letters and newspapers.

A history of Blackpool

1602 - the name 'Blackpoole' first appears on a baptismal register.

1767 - the land along the coast was enclosed and plots of land given out.

1819 - Henry Banks the 'Father of Blackpool' built the first holiday cottages.

29th April 1846 - Talbot Road station brought the railway straight to Blackpool.

1860's - Uncle Tom's Cabin was offering refreshments, music and dancing.

1863 - North Pier was built. Blackpool Central Railway Station opened.

30th May 1868 - Central Pier opened.

11th July 1878 - The Winter Gardens opened.

1879 - Blackpool illuminations first switched on.

29th September 1885 - The first permanent electric street tramway opened.

1893 - Victoria Pier (now South Pier) opened.

1894 - Blackpool Tower opened. The Grand Theatre opened.

1896 - Blackpool Pleasure Beach opened.

1932 - Warbreck Water Tower was built.

History Year 7 Term 1a

Core Skills

Prior learning links

What is a timeline?
How do historians learn about the past?
What do you know about the Stone Age and Iron Age?
What do you know about the Romans?
What do you know about the Anglo Saxons?
Which famous people from history have you studied?
What do you know about the Ancient Greeks?
What do you know about local history?

Key vocabulary

Use the information to write out what the following mean.
BC
BCE
AD
CE
Centuries
Artefact

Timelines

Put these dates in order

- 2000, 1969, 1974, 250 AD, 505 AD, 1986, 1920, 40 BCE, 2018.
- 1BC, 2011, 2011 BCE, 3, 2BC, 2018 AD, 2018 BCE
- 25BC, 1160, 1520 960 BCE, 1348 AD, 2020 BCF, 1066, 1642

Which came first?

- 2015 BCE or 2014 BCE?
- 1666 AD or 1849?
- 0 or 3 BCE?
- 1 BCE or 1AD?

Centuries

What centuries are the following years in?

- 99
- 1973
- 2024
- 50
- 250 BCE
- 1665

Give a date in the...

- 1st century
- 20th century
- 43rd century
- 2nd century BCE
- 10th century BCE

Source skills - types of sources

- What do we call spoken history?
- Give an example of a type of written history.
- What do historians call the objects they use to find out about the past?
- A photograph is what type of evidence?

A history of Blackpool

- Which pier was built first and when?
- When were the other two piers built?
- When did the name Blackpoole first appear?
- Where did the name Blackpoole first appear?
- When was the first railways station opened and what was it called?
- What opened on 11th July 1878?
- When were the illuminations first switched on?
- Where could you get refreshments in the 1860s?
- When was the Warbreck Water Tower built?
- When was Blackpool Tower opened?
- Who was the 'Father of Blackpool'?
- What was South Pier originally called?
- Which two places opened in 1894?
- What happened in 1767?
- What else was opened in the same year as the North Pier?
- What happened on 29th September 1885?
- When did the Grand theatre open?
- What opened in 1896?



CREATIVE

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills, rules, and tactics in badminton.	R	A	G
Stage 1: Basic Knowledge and Vocabulary			
I can define key vocabulary: footwork, coordination, and court.			
I understand the difference between tennis and badminton.			
I know the similarities between different racket sports.			
Stage 2: Rules and Court Awareness			
I understand the basic rules of badminton, including service rules.			
I know how the scoring system works in singles play.			
I can identify the service and playing areas in singles badminton.			
I understand how to play competitively using half court and full court.			
Stage 3: Serving Techniques			
I can perform a correct forehand serve with control and accuracy.			
I can perform a correct backhand serve using proper footwork and grip.			
I understand where to serve from and where to aim the shuttle.			
I can follow through and point the racket to the target after serving.			
Stage 4: Grip, Stance & Movement			
I can use the correct grip for holding a badminton racket.			
I can maintain the correct stance: knees bent, racket up, eyes on the shuttle.			
I can move around the court using proper footwork and balance.			
I stay on the balls of my feet and remain ready during rallies.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills, rules, and tactics in badminton.	R	A	G
Stage 5: Linking Skills			
I can combine footwork, grip, and serving in mini games.			
I can take part in drills that develop movement, serving, and return skills.			
I understand how to vary the shuttle's placement to outwit my opponent.			
I can describe and draw a drill that links movement and technique.			
Stage 6: Game Play and Tactical Understanding			
I can apply all the learned skills in a singles game of badminton.			
I can play competitively using both half court and full court formats.			
I can use tactics to place the shuttle effectively during rallies.			
I support fair play and use the correct rules during a match.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Shuttle racket and footwork familiarisation
- Forehand backhand serve.
- Movement on court in singles game.

Key Vocabulary

Footwork - The ability to coordinate your feet into the right position when playing a shot.

Court - The area in which the game/match is played.

Coordination - The ability to move two or more body parts under control, smoothly and efficiently.

Prior learning links

Rackets sports in primary (tennis)

Cort familiarisation (using the lines in invasion games)

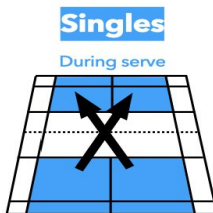
Basic Rules

Singles

2 players on the court

Service (back lines in)

Open play (no side lines)



Skill Progression

Serve

- Feet in a balance position, side on.
- Pinch the shuttle with fingers. Racket back.
- Keep your eyes on the shuttle and release.
- Contact the shuttle below your waistline.
- Follow through, pointing the racket to the target.

Skill

Grip and stance

- Stay on the balls of your feet
- Knees slightly flexed
- Racket up
- Eyes on the shuttle

Linking Skills

Rules



Pupils should learn basic skills to play half court singles and a full court singles game of badminton.

Half court singles is played because of class sizes. Pupils should still play competitively in order to improve their skills.

Forehand Serve



The pupils should try and outwit their opponent by hitting the shuttle long or short to get it to land on their opponents side.

A good drill to start with is attempting to hit the shuttle into the back tramlines.

Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What's the difference between tennis and badminton?

What are the similarities?

Basic Rules

Understand the basic rules, e.g Serve, rules of the court, scoring system and singles

Skills

What are the basic skills in badminton?

Skill progression

How do you perform a forehand and backhand serve?

Linking skills

What drills can help you with linking skills?

Draw a drill to help with linking these skills.

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of basic circuit training, fitness technique, and the skills required to improve my overall fitness.	R	A	G
Stage 1: Fitness Knowledge and Vocabulary			
I can explain what circuit training is and its purpose.			
I understand the meaning of "technique" and why it matters in fitness.			
I can define heart rate and explain its importance.			
I can list at least three activities that improve cardiovascular fitness.			
Stage 2: Circuit Training Rules and Setup			
I know how to set up a fitness circuit correctly.			
I understand the importance of resting between stations.			
I know how long to work at each station and how long to rest.			
I can follow the rules of circuit training, including continuous effort and correct form.			
Stage 3: Fitness Skills and Technique			
I can demonstrate the correct technique for exercises like push-ups, squats, lunges, and sit-ups.			
I can perform exercises safely and accurately to target specific muscle groups.			
I can name the muscle groups targeted by different exercises (e.g., core, upper body, legs).			
I understand how to track my progress and how to measure improvement.			
Stage 4: Skill Progression			
I can perform fitness activities for a set time with consistency.			
I can complete a number of reps in a time frame with control.			
I can apply the correct technique to all exercises.			
I can explain what a basic fitness level is and how to improve it.			
I can support and encourage others during circuit training.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of basic circuit training, fitness technique, and the skills required to improve my overall fitness.	R	A	G
Stage 5: Linking Skills			
I can design a simple fitness circuit targeting all major muscle groups.			
I understand the purpose of warming up before a session.			
I can combine strength, cardio, and mobility exercises into a balanced session			
I can describe how often to repeat a circuit for effective training.			
I can identify how circuit training improves different components of fitness.			
Stage 6: Application and Evaluation			
I can apply all the skills and rules in a full circuit training session.			
I can reflect on my fitness level and identify areas for improvement.			
I can support others and work as a team in a group training setup.			
I can explain how fitness relates to a healthy lifestyle and performance in sport			

Based on your teacher’s feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- What circuit training is.
- Basic level of fitness
- Year 7 students will understand fitness techniques including sit ups, press ups, tricep dips

Key Vocabulary

Circuit training - is a type of training that involves rotating through various exercises targeting specific parts of the body.

Technique is the specific manner in which a sports movement is executed, focusing on the precise timing and strategies used to perform a task effectively.

Prior learning links

- Health related fitness in Year 6

Basic Rules

- Working for a period of time continuously.
- Rest time after each station.
- Setting up the circuit correctly.
- Correct technique being used.

Skills

Push-Ups: Develops upper body strength.

Squats: Focuses on lower body strength.

Lunges: Targets legs and glutes.

Planks: Strengthens core muscle

Mountain Climbers: Engages multiple muscle groups, especially the core.

Running/Jump Rope: Improves heart and lung capacity.

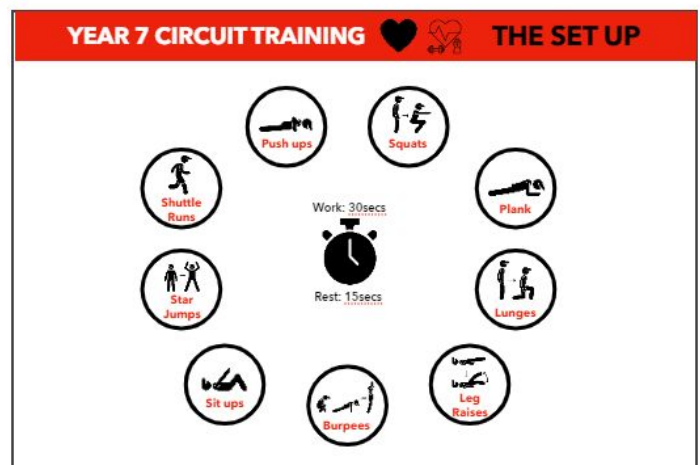
High Knees/Jumping Jacks: Enhances aerobic capacity and burns calories.

Skill progression

- Working for a long period of time
- Amount of reps within a time frame
- Technique - performing each individual skill with the correct technique.
- Being able to discuss what a basic fitness level is and how to improve it

The Set up

Here is the set up for our circuit training in PE. Each station has a different skill that needs to be performed for the specific time. After that, a rest period is given and move on to the next station.



Key Vocabulary

1. What is circuit training?
2. What is your heart rate?
3. Can you describe three techniques in circuit training?
4. How can you improve a technique?
5. Name three activities to improve your cardiovascular fitness?

Prior learning links

1. What is a healthy diet?
2. Why is it good to have a good fitness level?

Basic Rules

1. What is the correct technique for each skill?
2. Why is it important to maintain proper form during each exercise in circuit training?
3. How long do we work for?
4. How do you support and encourage your peers during circuit training, and why is this important?
5. How long is our rest time.

Skills

1. What are the basic skills in circuit training?
2. Can you identify and explain the primary muscle groups targeted by three different exercises in your circuit?
3. How do you perform the technical skills in fitness?
4. How do you track your progress in circuit training, and what indicators do you use to measure improvement?
5. What should you do between each exercise in a circuit?

Skill progression

1. How do you perform the correct technique?
2. Can you explain the purpose of each exercise in your circuit training routine?
3. What are the benefits of circuit training?
4. Name three types of exercises that can be included in a circuit training session?
5. How effectively do you work with your peers during circuit training, and what strategies do you use to support each other?

Linking skills

1. How do you set up a circuit?
2. Can you design a simple circuit training routine that includes exercises for all major muscle groups?
3. What is heart rate?
4. How many times should you repeat the entire circuit in a typical training session?
5. Why is it important to include a warm-up before starting circuit training?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills and rules in netball.	R	A	G
Stage 1: Netball Basics			
I understand the objective of netball and how the game is played.			
I can name the three areas of the court and explain where players are allowed to go.			
I can explain the key rules including footwork, offside, held ball, and repossession.			
I know who takes the first pass and where it should take place.			
Stage 2: Passing Techniques			
I can identify the different types of passes in netball (chest, overhead, bounce).			
I can describe and perform the correct technique for a chest pass.			
I can describe and perform the correct technique for an overhead pass.			
I can describe and perform the correct technique for a bounce pass.			
I understand what W shape to use on the ball when passing.			
Stage 3: Landing and Pivoting			
I understand the rule of footwork and why it's important.			
I can perform a correct landing using one foot and push off with the other.			
I can demonstrate pivoting with one foot while turning to face a new direction.			
I can link pivoting and passing in practice drills.			
Stage 4: Positions and Responsibilities			
I know the different positions in netball and what areas of the court each can go.			
I understand the main responsibilities of each position.			
I can explain where I can move based on my role in the game.			
I can use tactics and strategy during the game to help my team achieve our targets			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills and rules in netball.	R	A	G
Stage 5: Linking Skills			
I can combine footwork and passing when moving with the ball.			
I can pass and receive the ball effectively with correct technique.			
I can take part in drills that link passing, movement, and positioning.			
I can apply netball skills under pressure during mini games.			
I can describe and perform drills like pass and shoot, or pass and pivot.			
Stage 6: Game Play and Strategy			
I can apply all learned netball skills in a game setting.			
I understand my position's role during gameplay.			
I can use movement, passing, and communication to support my team.			
I can follow netball rules and adapt to the game situation.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Objective of netball
- Positions
- Court markings
- Passing techniques
- Linking skills
- Pivoting
- Footwork rule

Key Vocabulary

Chest pass - passing the ball from the chest to another's player's chest, using a W shape on the ball and stepping into the pass.

Overhead pass - passing the ball above head, using the W shape on the ball to create height.

Bounce pass - bouncing the ball two thirds of the distance of the pass to put the opposition off.

Pivot - Keeping one foot landed whilst turning to face the other direction.

Prior learning links

High 5 netball played at primary school.

Passing and receiving technique

Basic Rules

Footwork - no moving with the ball. Keep one foot landed at all times.

Repossession - If a player drops the ball or bounces the ball and picks it back up again the other team gets a free pass.

Offside - All players, with or without the ball cannot move into an area of the court which their position is not allowed to enter. A free pass is awarded to the other team if this rule is broken.

Held ball - you have 3 seconds to pass the ball

Skill progression

Chest pass

1. Make a W shape on the ball
2. Step into the pass
3. Flick fingers towards the player
4. Release the ball at chest height

Landing/pivoting

1. Land one foot down
2. Use the other foot to push off from
3. Keep the toes on the landing foot on the floor
4. Rotate round in a circle motion

Skills

Focus on head part of the curriculum understanding where each position in netball can go on court and the main responsibility for each player.

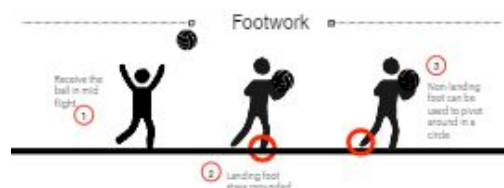
We will also look at various different skills here is an example of a break down of the basic chest pass skill.



Linking skills

These mini games/practices will help players improve and link skills in netball. There are many skills that can be demonstrated in these drills including, **passing, attacking, defending, pivoting**, and more.

It is important to link the footwork and chest pass skills, without correct footwork it is hard to make the next pass. Use the QR code here.



Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

What shape should you make on the ball when passing?

What are the different positions in a netball team?

Prior learning links

What is the passing techniques?

How many areas in the court split into?

Basic Rules

Name a rule in Netball?

Can you name the three areas of the court?

What is meant by rule footwork?

Who should take the first pass and where should this take place?

Skills

What are the basic skills and rules in netball?

What are the positions in netball?

What is the correct technique for a chest pass?



Skill progression

How do you perform a basic chest pass?

How do you perform a basic overhead pass?

How do you perform a basic bounce pass?

How do you perform an accurate landing?

What shape should you make on the ball when passing?

How do you perform a basic pivot?

Linking skills

1. How do you pass the ball whilst using correct footwork?

2. What is the key to combining passing and receiving effectively?

3. Describe a drill that combines passing and moving.

4. How can you link jumping and passing?

5. What skills are involved in a pass and shoot Drill?

6. How does the footwork and passing skill link?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills and rules in rugby.	R	A	G
Stage 1: Rugby Basics			
I understand the objective of rugby and how a team wins.			
I know how a try is scored and what it means.			
I understand what a knock-on is and when it happens.			
I can explain the offside rule and other key rugby rules.			
I can define a try and a knock-on using key vocabulary.			
Stage 2: Passing and Receiving			
I know the correct technique for a lateral pass.			
I can describe and demonstrate the four steps to performing a basic lateral pass.			
I can pass and receive the ball accurately using both hands.			
Stage 3: The Tackle			
I know why tackling is important in rugby and can list key reasons.			
I can describe how to perform a safe and effective tackle.			
I can identify what makes a successful tackle and why it's important each year.			
I can demonstrate tackling technique in a controlled environment.			
Stage 4: Advanced Skills			
I can explain and give examples of rucking, scrummaging, and the basic scrum.			
I know when to use rucking and scrummaging during a game.			
I can participate safely in activities that involve contact (rucking/scrums).			
I can use tactics and strategy during the game to help my team achieve our targets			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic skills and rules in rugby.	R	A	G
Stage 5: Linking Skills			
I can link passing, running, and tackling in isolation and game situations.			
I can plan and take part in drills that include passing, receiving, tackling, running, communication, rucking, and scrummaging.			
I can use linking skills effectively under pressure in games and practices.			
Stage 6: Game Play and Strategy			
I can apply all learned rugby skills in a small-sided game.			
I can follow and adapt game rules during play.			
I understand how teamwork and strategy help achieve success in rugby.			

Based on your teacher’s feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential Knowledge

- Objective of rugby
- A try
- Passing technique
- Linking skills

Key Vocabulary

Try - a **try** is a way of scoring points. It occurs when a player grounds the ball in the opposition's in-goal area

Knock on - occurs when a player loses possession of the ball and it travels forward, hitting either the ground or another player before the original player regains control.

Prior Learning Links

Tag rugby year 6
Passing and receiving technique

Basic Rules

The objective of rugby is to score more points than the opposing team by carrying, passing, kicking, and grounding the ball in the in-goal area.

A try is scored by grounding the ball in the opponent's in-goal area.

The offside rule in rugby prohibits players from being involved in play if they are in front of a teammate who last played the ball.

A knock-on occurs when a player accidentally drops or hits the ball forward with their hand or arm.

Skill progression

Basic/Lateral Pass

1. Ball in both hands
2. Swing the arms
3. Flick fingers and wrists
4. Point towards the target.

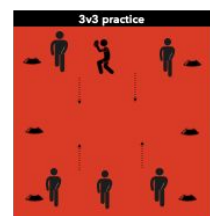
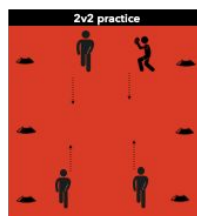
The tackle

Learning the tackle is important in rugby for stopping the opposing team's progress, regaining possession, and ensuring player safety.

The teaching points of the tackle in rugby include maintaining a low body position, keeping your head to the side, driving with the legs, using the shoulder to make contact, and wrapping the arms around the opponent.

Linking skills

These mini games/practices will help players improve and link skills in rugby. There are many skills that can be demonstrated in these drills including, **running with the ball, tackling, passing, receiving, communication, rucking, scrummaging** and more.



Skills



Basic/Lateral Pass
The Tackle
Rucking
The scrum (scrummaging)

Prior learning links

What are the basic rules of tag rugby?

What is the passing technique?

What is the receiving technique?

Key Vocabulary

Use look, cover write, check to:

Define a try:

Define a knock-on:

Skill progression

What are the four steps to performing a basic lateral pass?

Basic Rules

What is the objective of rugby?

How does a team win at rugby?

How is a try scored?

What is the offside rule?

What is a knock on?

Can you name any more important rules in rugby?

Tackle

Why is learning the tackle important in rugby? Name and list 3 things.

Describe how to perform the tackle in rugby.

Draw a picture of a successful tackle in rugby?

Why would learning the tackle technique be important each year of study?

Skills

Explain the following giving an example or picture where necessary:

Lateral Pass

Rucking

The basic scrum.

Linking skills

Plan a series of drills to include the following skills:

- Running with the ball
- Tackling
- Passing
- Receiving
- Communication
- Rucking
- Scrummaging

Use the video or research on the internet to help you.

YEAR 7 - ART FOUNDATION - PLC

TOPIC OUTLINE				
This is a foundation course which explores fundamental art theories such as; colour theory and mixing, shade and tone and surrealism.				
TASK	SUCCESS CRITERIA			
OBSERVATIONAL DRAWING SKILLS Learning what observational drawing is and using a variation of drawing techniques to complete multiple drawings of the same image.	To understand different methods of drawing from observation			
	To understand what it means to draw from observation			
	To understand the importance of visual aid when drawing			
COLOUR THEORY Building on basic colour theory knowledge learnt in primary school and learning about different relationships between colours	To understand how to mix secondary colours			
	To understand how to mix tertiary colours			
	To understand what complimentary colours are			
	To understand what analogue colours are			
MONOCHROME LANDSCAPES Creating landscapes using a layered monochrome colour palette	To understand the meaning of monochrome			
	To understand how to create lighter and darker shades of a colour			
	To understand that tone can create depth within an image			
	To understand that as colours gets further away it becomes less vibrant			
SHADING AND TONE Using shading and tone to create depth and shadows within images. Thinking about how light affects images and how those images would be shaded differently under different lighting angles.	Understanding that when using some media different pressure can create differences in light and dark shading.			
	Being able to shade in accurately dependant on where a light source is positioned			
	To understand how light can change shadows both on and cast by objects			
MARKMAKING Using different methods of mark making creating realistic texture and shading within images.	To have used various mark making techniques to create texture and tone			
	How to use a pen in different ways to create texture			
	To be able to create light to dark tone using different mark making			

Essential Knowledge:

- Different methods of mark making
- How to use shading and tone to create shadow and depth
- Colour theory, what are primary and secondary colours
- How to draw shapes in one point perspective
- What is surrealism?

Links to Prior Learning:

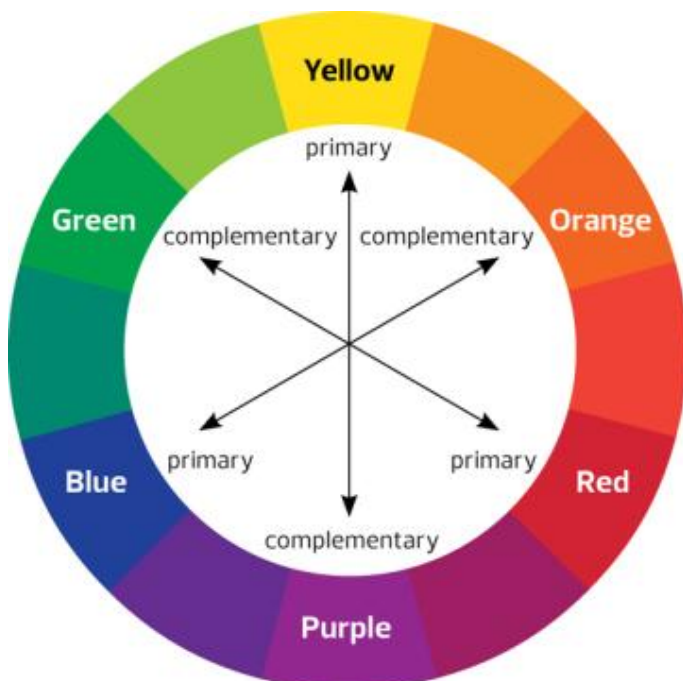
- Shading and tone skills
- Creating work informed by artists
- Use of various techniques
- Developing sketching techniques

Colour Theory

The **primary colours** are the three main colours. They cannot be made but when mixed together create all the other colours.

The **secondary colours** are made by mixing two primary colours together,

The **tertiary colours** are made up by mixing a primary and secondary colours together,



Key Vocabulary:

- **Media/Medium** - The materials and tools used by an artist to create a piece of art.
- **Technique** - The skill in which an artist uses tools and materials to create a piece of art.
- **Monochrome** - Lots of shades of the same colour.
- **Abstract** - A piece of art which is not realistic. It used shapes colours and textures.
- **Style** - The technique an artist uses to express their individual character in their work.
- **Composition** - The arrangement and layout of artwork/objects.
- **Highlight** - The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.
- **Shadow, shade, shading** - The tonal and darker areas within a drawing/painting where there is less light on the object or person.
- **Texture** - The feel, appearance or the tactile quality of the work and is often 3D.
- **Mark Making** - Mark making is used to create texture within a piece of art by drawing lines and patterns.
- **Perspective** - Perspective allows artists to trick the eye into seeing depth on a flat surface. This causes the illusion of 3D drawing.

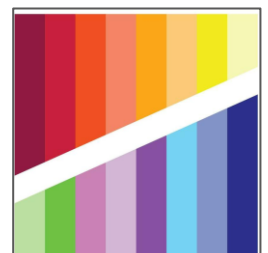
Complimentary colours are opposite each other on the colour wheel. They contrast each other to have a vibrant look.

To make a colour lighter you would add white, This is called a 'tint'. To make it darker then add black, this is called a shade.



'Warm' colours, attract attention and are generally perceived as energetic or exciting.

'Cool' colours, are generally perceived as soothing and calm.



Questions on Prior Learning:

Please write the questions out and answer the questions or complete the tasks accordingly.

1	Why is shading important on a picture?
2	Why is it important to not press down hard when you begin a sketch?
3	List as many different art mediums that you can think of?
5	What is a sketch?

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What is the definition of complementary colours? Please give 3 examples of pairs of complementary colours.																				
2	Draw, colour and label a colour wheel.																				
3	<p>Draw out a row of 10 boxes and complete a tonal ladder shading in each box. Start with the darkest shade at one end and get lighter in each box. It should be a gradual change from one box to the next.</p> <p>- Draw this first.</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>- Here is an example of what it should look like</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																				
4	What is the difference between primary and secondary colours?																				
5	List 3 different printmaking techniques.																				
6	Give 5 examples of textures you might find outside?																				

Use 'Cover-Look-Write-Check' to check the following Definitions:

- Media/Medium:

- Technique:

- Monochrome:

- Abstract:

- Style:

- Composition:

- Highlight:

- Shadow, shade, shading:

- Texture:

- Mark Making:

- Perspective:

7	What are the 7 formal elements?
8	Define the term 'Abstract' with regards to art.
9	Give 3 examples of cold images and explain what colours might be in those images.
10	What is the difference between 'Highlight' and 'Shading'?

Essential Knowledge and Skills Checklist.

Essential knowledge			
Understand the term cross contamination.			
Understand how to use safe working practices to prevent food contamination.			
Understand what makes a balanced diet			
Understand the principles of Eatwell Guide.			
Be able to cook a range of different dishes.			

Essential skills			
Bridge hold			
Claw grip			
Safe use of a grater			
Safe use an oven/ hob			
Rubbing in method			

Year 7 Food Knowledge Organiser

Term 1.1

Essential knowledge

To know the term cross contamination.
To know safe working practices to prevent food contamination.
To know how to cook a range of dishes independently and safely.

Prior Learning Links

Students have previously used practical techniques to make food dishes.

Food Safety and Hygiene.

Food hygiene is necessary in order to prepare and cook food which is safe to eat. This involves more than just being clean. A simple way to remember is the 4 C's:

- Cleaning;
- Cooking;
- Chilling;
- Cross contamination.

Cleaning

Cleaning the kitchen is important to keep food safe and prevent bacteria from spreading.

'Clean as you go' means people make sure that they clean the area and utensils they have been working in or with, as they prepare food.

This avoids build up of mess and leads to better hygienic conditions.

Chilling

The bacteria that cause food to deteriorate and food poisoning rapidly reproduce around the temperature of 37°C (body temperature).

The temperature between 5°C– 63°C is sometimes called the 'danger-zone'.

Reducing the temperature below 5°C slows the reproduction of micro – organisms

Key Vocabulary

Cross contamination, bacteria, hygiene, hygienic, chilling, danger zone, micro organism, cleanliness.



Cooking

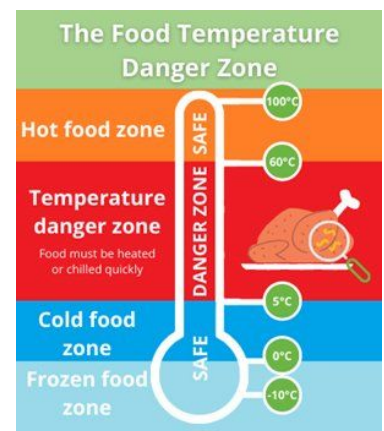
Food should be cooked to a core temperature of 75°C to destroy bacteria
Hot food must be served piping hot, above 63°C.
Some foods change colour when they are cooked.

Cross contamination

The process by which bacteria are transferred from one area to another.

The main carriers of bacteria and causes of cross contamination are:

- humans;
- rubbish;
- pets and other animals;
- food, e.g. raw meat or poultry.



Essential knowledge

To know the term cross contamination.
To know safe working practices to prevent food contamination.
To know how to cook a range of dishes independently and safely.

Prior Learning Links

Students have previously used practical techniques to make food dishes.

Wash hands

- wash hands thoroughly, with hot soapy water;
- helps to remove dirt and microbes;
- need to wash hands before, during and after cooking;
- wash hands after going to the toilet, blowing your nose or handling waste.

Remove jewellery

- stops your jewellery from getting dirty;
- prevents dirt from your jewellery touching food;
- stops jewellery being mixed into food.

Key Vocabulary

Learn the spelling of each word and look up any you do not know.

Cross-contamination	
Bacteria	Danger zone
Micro organism	Cleanliness
Hygiene	Hygienic
Chilling	Danger zone
Micro organism	Cleanliness

Cuts and boils

- cover with a waterproof plaster, preferably blue (so you can see them).



Coughs and sneezes

- don't cough or sneeze over food.



Tie back long hair

- stops hair dangling in food;
- prevents hair from landing in food;
- prevent hair from being caught in equipment;

Design task: Produce a poster to show safety and / or hygiene rules for the food classroom. You can use the examples given or choose your own.

Answer the following questions.

1. Why is food hygiene important when preparing food?
2. What does 'Clean as you go' mean?
3. What temperature should food be cooked too?
4. What aspect of the food can change when it is cooked?
5. What temperature allows food poisoning bacteria to multiply rapidly?
6. What is the 'danger zone'?
7. What are the main carriers of bacteria?

Year 7 HT1
Graphics - Cubee Project PLC

Essential knowledge	R	A	G
To understand the term one point perspective.			
To be able to create drawings using one point perspective.			
To be able to explain two point perspective.			
To be able to create drawings using two point perspective.			
To know how to apply colour using rendering techniques.			

Essential Knowledge

To know a range of drawing and rendering techniques.

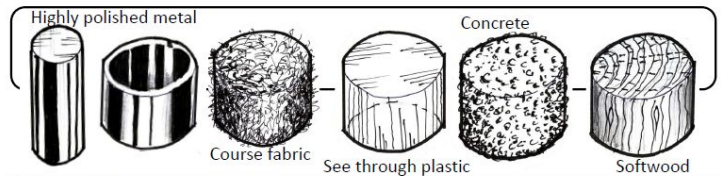
Prior learning links

Students have researched font styles and created a range of typography from their own experiments.

Students are now looking at designs for the cubee and the shape it will take.

Key Vocabulary

Component
Prototype
Isometric
Typography
Perspective
Oblique
Tabs
Net
Cuboid
Vanishing Point

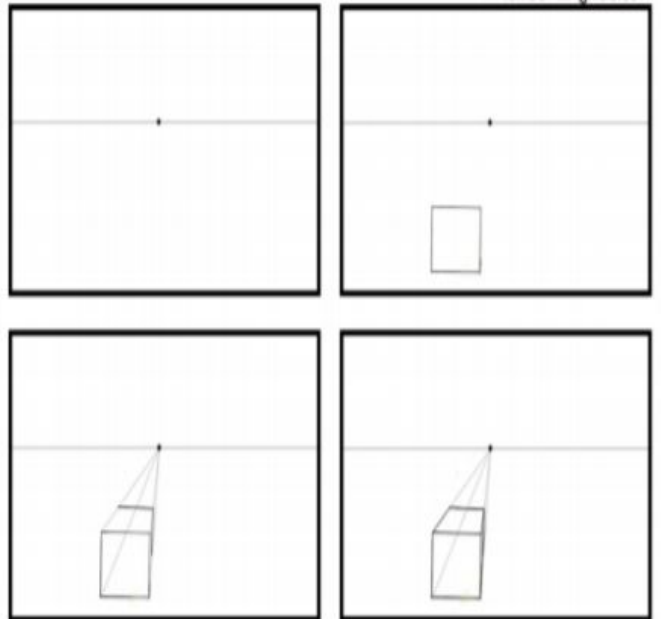


One Point Perspective

In one point perspective all lines go towards one point on the horizon. This image demonstrates how to draw a cube in one point perspective and takes you through the process.

Key Points:

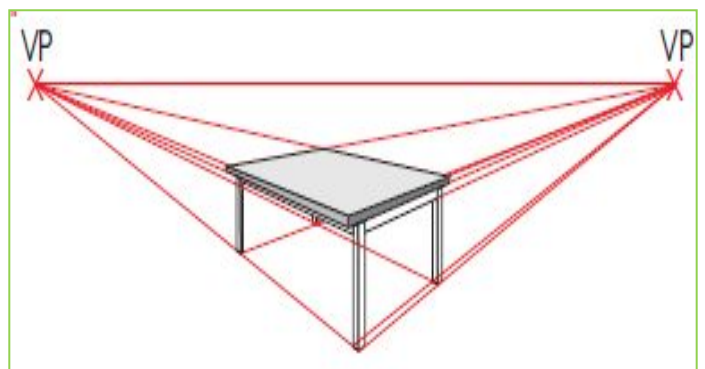
- Objects above the horizon line are drawn as if you are looking up at them (you see the bottom of the object).
- Objects below the horizon line are drawn as if you are looking down on them (you see the top of the object)
- Objects that are in line with the horizon line are drawn as if they are at eye level (you see neither the top or bottom of the object).



Two Point Perspective

This technique involves starting with the central line of the drawing and then extending it outwards towards the two Vanishing Points.

It is best used when looking at something from the position of a corner.



Prior Learning

How can you render your drawing to show different textures such as wood, plastic, metal?

Key Vocabulary

Look up the definitions of the following:

Component
Prototype
Isometric
Typography
Perspective
Oblique
Tabs
Net
Cuboid
Vanishing Point

One Point Perspective

1. What is one-point perspective?
2. If an object is above the horizon line, which part of the object can you see?
3. If an object is below the horizon line, which part of the object can you see?
4. What do you see when an object is directly in line with the horizon line?
5. What is the purpose of the horizon line in perspective drawing?
6. How does the position of the object in relation to the horizon line affect its appearance?
7. Why do objects appear smaller as they move closer to the vanishing point?
8. Can you draw the cube so that it appears as if you are looking up at it? Which part of the cube will be visible?
9. Can you draw a cube that appears at eye level? What parts of the cube will you not be able to see?

Two Point Perspective

1. What is the first step when using this technique to draw in perspective?
2. How many vanishing points are used in this technique?
3. Where do the lines of the drawing extend towards in this method?
4. When is this technique best used?

Extension Task: Practice drawing one point and two point perspective shapes.

Year 7 HT1
Singing with the elements of music PLC

	Essential knowledge	R	A	G
Scale	A scale is made up of 8 notes, rising in pitch. <i>1, 121, 1232, 1234321, 123454321, etc</i>			
Arpeggio	An arpeggio is made up of the 1st, 3rd, 5th and 8th notes of a scale. <i>'Why are you milking my cow?'</i>			
Singing	A cappella = singing without instrumental accompaniment			
Tempo	Speed Allegro = Lively Moderato = Moderate Lento = Slow Accelerando = Getting gradually faster Rallentando = Getting gradually slower			
Dynamics	Volume Piano = Quiet Mezzo forte = Moderately loud Forte = Loud Crescendo = Gradually getting louder Diminuendo = Gradually getting quieter			
Metre	• 4/4 = 4 beats in a bar			
Articulation	• Legato = smooth • Staccato = short, detached, 'spiky' • Accent = playing certain notes with more emphasis			

Year 7

Tempo and Dynamics

Essential knowledge

When composers notate music they often include text and symbols for tempo and dynamics. These markings are commonly written in Italian.

Key vocabulary

Dynamics - How loud or quiet a piece of music is

Forte - Loud

Piano - Quiet

Crescendo - Getting gradually louder

Diminuendo - Getting gradually quieter

Tempo - How fast or slow a piece of music is

Lento - Slow

Moderato - Moderate

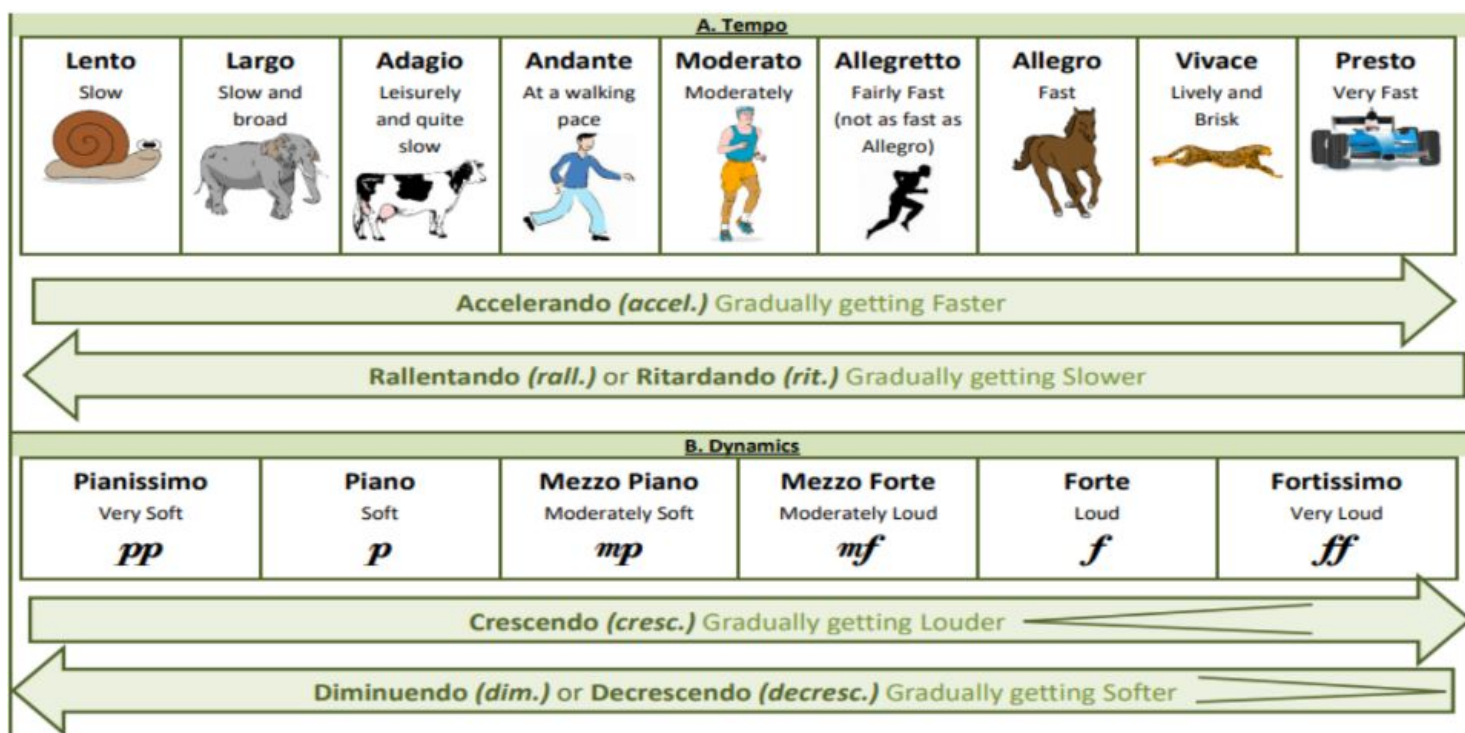
Allegro - Lively

Accelerando - Getting gradually faster

Rallentando - Getting gradually slower

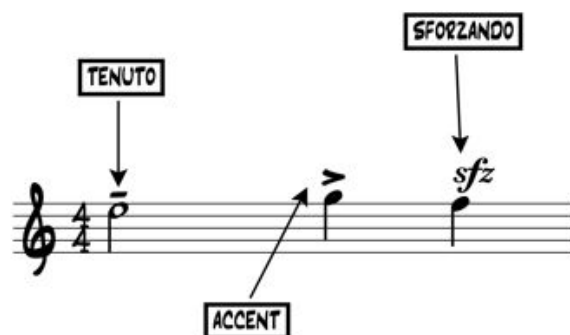
Prior learning links

All music makes use of tempo and dynamics. In primary you will have played songs with loud sections and quiet sections; fast sections and slower sections.



Putting emphasis on different individual notes can change the nature of a piece of music. In sheet music, there are 3 main instructions for how give such dynamic emphasis to an individual note:

- **Accent** = sudden emphasis on a note
- **Tenuto** = leaning on a note
- **sforzando** = play a note suddenly with force



Year 7

Tempo and Dynamics

Prior learning links

Can you describe how you have used tempo and dynamics in the past?
How do different instruments you have played use dynamics?

Key vocabulary

Dynamics -
Forte -
Piano-
Crescendo -
Diminuendo -
Tempo -
Lento -
Moderato -
Allegro -
Accelerando -
Rallentando -

Listening Task

Listen to the following pieces of music and write a short paragraph to describe the tempo and dynamics.
How does the tempo start?
How do the dynamics start?
Do these change?

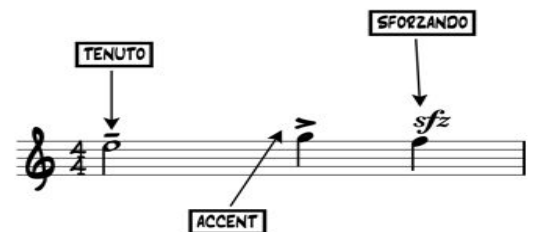
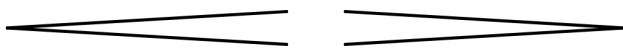
- 'Night on Bare Mountain' by Mussorgsky,
- 'The Sorcerer's Apprentice' by Paul Dukas
- 'In the Hall of the Mountain King' by Edvard Grieg.

Listening Task 2

Give three examples of your own songs that have dramatic changes in tempo or dynamics.
Try to use the correct Italian terms eg. Presto - Very Fast

Symbols

Draw each symbol and annotate it.
(Crescendo and Decrescendo)



Draw a diagram

Write out each of the Italian terms for tempo and dynamics in order from slowest to fastest and quietest to loudest.

Draw a small image for each term to describe the tempo or dynamic.

Year 7 HT1
Textiles: Kawaii Food PLC

Essential knowledge	R	A	G
To know how to work safely in the textiles room.			
To know the names of each piece of textiles equipment and understand its function.			
To be able to thread a needle and tie a knot.			
To be able to carry out a range of hand embroidery stitches.			
To be able to produce work to fit a given brief and research images associated with the theme. (Kawaii inspired fruit)			
How to generate and annotate design ideas from research.			

Year 7 - Textiles Knowledge Organiser

Equipment and Safety

Essential knowledge

Safe practice using textiles equipment and processes.
Thread a needle and tie a knot.
Complete a range of decorative stitch techniques such as running stitch, blanket stitch, holbein stitch, whipped running stitch and chain stitch.

Key Vocabulary

Design task/brief - designers use this to give them important details about a project or task.

Felt - a type of fabric that doesn't fray.

Embroidery - a type of decorative stitching.










Task analysis - to study the design task and create ideas around the task.

Annotations - labels to explain a design.

Prior learning links

During KS2 students should have completed design and make tasks that involve the use of textiles and stitching.
Following the Design Process.

Equipment

Shears	These are used for cutting out fabric. The blades are smooth and very sharp.	
Tape measure	This is used to measure fabric and the body accurately.	
Pins	These are made from steel, are pointed and may have a plastic or steel head. They are used for holding fabric together before it is stitched.	
Stitch unpicker	These undo stitches and are sometimes also called a quick unpick or seam ripper.	
Needle	They have an eye, a stem and a point and are made of nickel plated steel and are used with thread to sew fabrics together.	
Thimble	They are made from steel, brass or plastic and are used to protect the sewer's finger or thumb. They make sewing easier and quicker.	
Pinking shears	These have a zigzag edge. They produce a decorative and attractive edge to fabrics which can stop fabrics from fraying.	
Pin cushion	These are used for storing pins or needles.	
Tailors chalk	This is used for marking out fabric. It can be easily rubbed off.	

Year 7 - Textiles Knowledge Organiser

Equipment and Safety

Prior learning links

Design and make tasks.

Previous workshop experience using tools.

Awareness of others and safety in the classroom.

Awareness of what could be a hazard in the classroom such as bags, sharp items, moving parts

Key Vocabulary

Use cover, look, write, check to write the definitions:

Design task/brief - .

Felt - .

Embroidery -

Task analysis - .

Annotations - .



Safety in the textiles room.

Using some of the rules listed on the page, design a safety poster which could be displayed in the textiles area.

Safety in the textiles room.

- Tie back long hair
- Keep bags under the table so they are not a tripping hazard.
- Carry scissors correctly - hold them closed with the blades in the palm of your hand and down by your side.
- One person at a time to use the sewing machine.
- Turn off the iron / sewing machine when not in use.
- Keep the room and your workspace tidy
- Tuck in ties

Copy and complete the chart below to show off your knowledge of textiles equipment

Equipment	Drawing	Used for
Needle		
Pins		
Embroidery scissors		
Thimble		
Stitch unpicker		
Thread		
Pinking shears		
Tape measure		