

# KNOWLEDGE

# ORGANISER

**Year 7**  
Half Term 2



Name:

Tutor Group:

Academic Year:



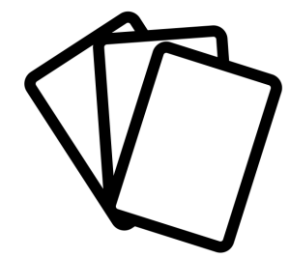
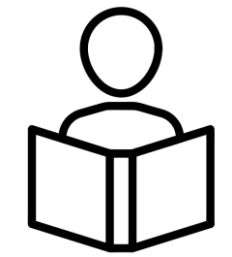
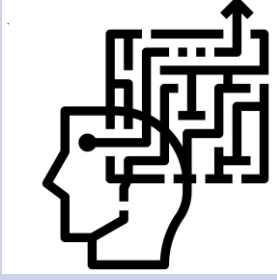
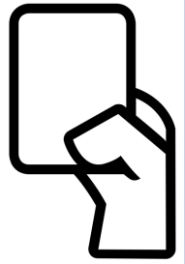



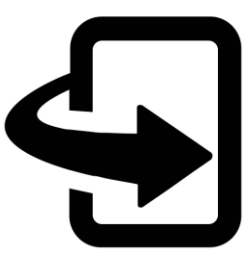
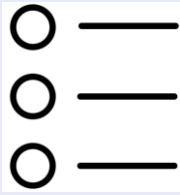


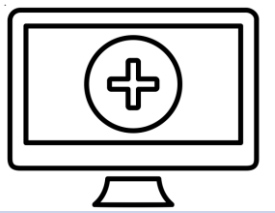
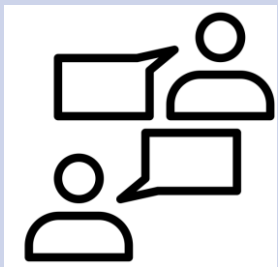

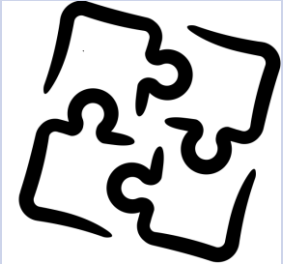

# How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser condense and write down key facts and/or information on your flash cards.</p> 	<p>Read through a specific area of your knowledge organiser</p> 	<p>Create a mind map with all the information that you can remember from your knowledge organiser.</p> 	<p>Ask a partner or someone at home to have the quiz questions or flash cards in their hands.</p> 
Step 2	<p>Flip the knowledge organiser and write everything you can remember.</p> 	<p>Try not to use the solutions to help you.</p> 	<p>Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.</p> 	<p>Turn over and answer the questions related to that area.</p> 	<p>Check your knowledge organiser to correct or improve your mind map.</p> 	<p>Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.</p> 
Step 3	<p>Check what you have written. Correct mistakes and add extra information. Repeat.</p> 	<p>Check your work. Correct using red pen and add more information if appropriate.</p> 	<p>Self quiz using the cards or ask some to help by quizzing you.</p> 	<p>Turn back over and mark your quiz. Keep quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Either say or write down you answers.</p> 

**CORE**

# The Origins of Drama – Year 7-Unit 1- English

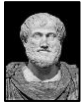
## Context

Greek Theatre



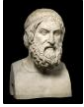
The theatre of Ancient Greece flourished between 550 BC and 220 BC. A festival honouring the god Dionysus was held in Athens, out of which three dramatic genres emerged: tragedy, comedy and the satyr play.

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 compares tragedy to other types of plays. The aim of tragedy, Aristotle writes, 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). Tragedy and plot his considers most important.

Antigone-Context



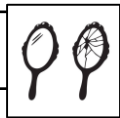
Considered to be Sophocles' most political play in the Oedipus Trilogy, Antigone was actually written before the other plays, though it takes place last chronologically. First performed around 441 – 442 B.C.E., it still enraptures audiences today with its exploration of pertinent themes like free will and civil disobedience natural law, family law. The play was written during a period that was bookended by turmoil, from wars to revolts. Some consider the character of Creon to be loosely modelled on Pericles, an Athenian statesman involved in the formation of the Athenian empire.


## Aristotelian Tragedy

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 by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

Soliloquy An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by

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 warning or indication of (a future event).

Aside A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters in the play

Allusion **An** implied or indirect reference to a person, event, or thing or to a part of another text. Based on the assumption that there is a body of knowledge that is shared by the author and the reader and that therefore the reader will understand the author's reference. Can be cultural, mythological, historical, or biblical.

Allegory **Something** that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Character Archetypes Character archetypes are broad character types that represent aspects of human nature

## Aristotle's views plot and character

**Character** should have an essential quality or nature that is revealed in the plot. The moral purpose of each character must be clear to the audience. The characters should have four main qualities.

A. No matter who they are (hero or slave), the characters must be good in some way.

B. The characters should act appropriately for their gender and station in life.

C. The characters have to have believable personalities.

D. Each character must act consistently throughout the play. In other words, nothing should be done or said that could be seen as "acting out of character."




**Plot should have;** a beginning, which is not a necessary consequence of any previous action; a middle, which follows logically from the beginning; and an end, which follows logically from the middle and from which no further action necessarily follows.

Be unified, every element of the plot should tie in to the rest of the plot, leaving no loose ends.

Tragedy should express universal themes powerfully, It should contain surprises that, in retrospect, fit logically into the sequence of events. Cover such topics as reversal of fortune, or discovery.

# The Origins of Drama – Year 7- Unit 1- English

## Context

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

## Aristotelian Tragedy

<p>Hubris</p>	<p>Define the key terms we have learnt</p>
<p>Hamartia</p>	<p>Watch the following video and answer this question in your reflection log: Why are tragedies still alluring?  <a href="https://www.youtube.com/watch?v=eVRU5MVYNiw">https://www.youtube.com/watch?v=eVRU5MVYNiw</a></p>
<p>Tragic Hero</p>	<p>Watch this clip and create a key terms page in your reflection log:  <a href="https://www.youtube.com/watch?v=nGIQkaolfBI&amp;t=166s">https://www.youtube.com/watch?v=nGIQkaolfBI&amp;t=166s</a></p>
<p>Catharsis</p>	<p>Watch the following video: <a href="https://www.youtube.com/watch?v=HlvfygyjgE">https://www.youtube.com/watch?v=HlvfygyjgE</a>          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?</p>

## Dramatic Devices

<p>Dramatic Irony</p>	<p>Define the key terms we have learnt</p>
<p>Soliloquy</p>	<p>Use the new terms to describe events in Antigone.</p>
<p>Monologue</p>	<p>Watch the revision videos and make your own Cornell notes to revise the terms.</p>
<p>Dialogue</p>	<p>Soliloquy revision video <a href="https://www.youtube.com/watch?v=4ogkXqh2HaU">https://www.youtube.com/watch?v=4ogkXqh2HaU</a></p>
<p>Foreshadowing</p>	<p>Dramatic irony revision video <a href="https://www.youtube.com/watch?v=RZFYuX84n1U">https://www.youtube.com/watch?v=RZFYuX84n1U</a></p>
<p>Aside</p>	<p>Foreshadowing revision video <a href="https://www.youtube.com/watch?v=L0mBq7IK6YA">https://www.youtube.com/watch?v=L0mBq7IK6YA</a></p>
<p>Allusion</p>	<p>Allusion revision video <a href="https://www.youtube.com/watch?v=FLE7-02DX-c">https://www.youtube.com/watch?v=FLE7-02DX-c</a></p>
<p>Allegory</p>	<p>Allegory revision video <a href="https://www.youtube.com/watch?v=5s062mieLDY">https://www.youtube.com/watch?v=5s062mieLDY</a></p>
<p>Character Archetypes</p>	

## Aristotle's views plot and character

<p>Character – What does Aristotle consider to be most important for characters in tragedy?</p> <p>Consider the characters in Antigone. How do they fit with the character archetypes that Aristotle considers essential in tragedy?</p>
<p>Plot – What does Aristotle consider most important in a tragic plot?</p> <p>How does the story of Antigone fit this criteria?</p> <p>What themes are there in Antigone?</p>

# YEAR 7 — PLACE VALUE AND PROPORTION

## Ordering integers and decimals

@whisto\_maths

### What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals;
- use the symbols  $=$ ,  $\neq$ ,  $\leq$ ,  $\geq$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

### Keywords

- Approximate:** To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
- Integer:** a whole number that is positive or negative
- Interval:** between two points or values
- Median:** A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list
- Negative:** Any number less than zero, written with a minus sign
- Place holder:** We use 0 as a place holder to show that there are none of a particular place in a number
- Place value:** The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
- Range:** The difference between the largest and smallest numbers in a set
- Significant figure:** A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point

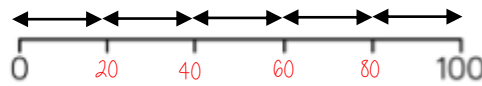
### Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine  
 1 billion 1,000,000,000  
 1 million 1,000,000

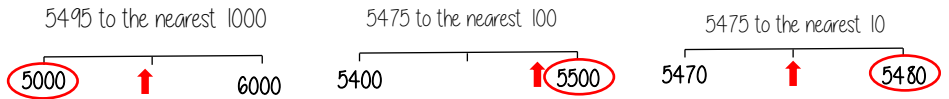
### Intervals on a number line



Divide the difference by the number of intervals (gaps).  
 Eg  $100 \div 5 = 20$

### Rounding to the nearest power of ten

If the number is halfway between we "round up"



### Compare integers using $<$ , $>$ , $=$ , $\neq$

- $<$  less than Two and a half million  $\text{①}$  2 500 000  
 $>$  greater than 300 000 000  $\text{②}$  Three billion  
 $=$  equal to Six thousand and eighty  $\text{③}$  68 000  
 $\neq$  not equal to

### Range Spread of the values

Difference between the biggest and smallest  
 3 9 8 12  
 Range: Biggest value - Smallest value  
 $12 - 3 = 9$   
 Range = 9

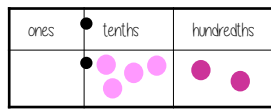
### Median The middle value

**Example 1** Median: put the in order 3 4 8 9 12  
 4 3 9 8 12 find the middle number 3 4 **8** 9 12

**Example 2** Median: put the in order 150 154 148 137 148 **150 154** 158 160  
 137 160 158 There are 2 middle numbers  
 Find the midpoint  $152$

### Decimals

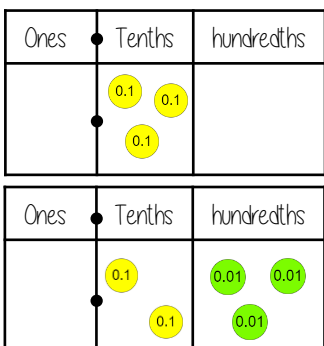
We say "nought point five two"  
 Five tenths and two hundredths



$$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01 = 0 + 0.5 + 0.02 = 0.52$$

### Comparing decimals

Which the largest of 0.3 and 0.23?

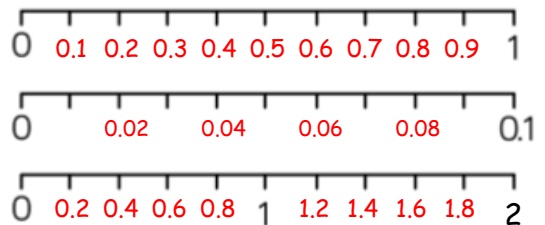


$0.3 > 0.23$   
 "There are more counters in the furthest column to the left"

0.30 }  
 0.23 }  
 Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

### Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1  
 One tenth split into 10 parts makes hundredths = 0.01



### Round to 1 significant figure

370 to 1 significant figure is 400  
 37 to 1 significant figure is 40  
 37 to 1 significant figure is 4  
 0.37 to 1 significant figure is 0.4  
 0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

# YEAR 7 — PLACE VALUE AND PROPORTION

## Ordering integers and decimals

@whisto\_maths

### Integer Place Value

Use the following numbers as words to write a number using digits:

Five million, three hundred and sixty-two thousand, four hundred and twenty.

Six billion, two hundred and thirty-one million, forty-two thousand and twenty-one.

### Rounding to the nearest powers of ten

Round 6432 to the nearest 10

Round 12346 to the nearest 100

Round 5560 to the nearest 1000

### Range and Median

Calculate the range and median for the following set of numbers:

5, 1, 4, 11, 8, 3, 17, 12

### Comparing Decimals

Use  $<$  or  $>$  to compare the size of the following pairs of decimals:

3.12    3.176

0.76    0.654

8.9023    8.9015

### Round to 1 significant figure

Round the following numbers to 1 significant figure:

534

2780

23

0.473

0.00612

0.00973



# Knowledge Organiser

## Year 7: Atomic Structure and the Periodic Table

### KEY VOCAB

Solid

Liquid

Gas

Melting

Evaporation

Sublimation

Condensation

Freezing

Atomic number

Mendeleev

Reactivity

Alkali Metals

Halogens

Particles

### Changes of state

Changes of state are physical changes not chemical changes.

The change can be reversed in a physical change so the material recovers its original properties. This does not happen with a chemical change.



	Solid	Liquid	Gas
Arrangement of particles	Close together Regular pattern	Close together Random arrangement	Far apart Random arrangement
Movement of particles	Vibrate on the spot	Move around each other	Move quickly in all directions
Diagram			

Metals to the left of this line, non metals to the right

Before discovery of protons, neutrons and electrons	<i>Elements arranged in order of atomic weight</i>	Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order atomic weights was followed.
Mendeleev	<i>Left gaps for elements that hadn't been discovered yet</i>	Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.

Halogens	<i>Consist of molecules made of a pair of atoms</i>
	<i>Melting and boiling points increase down the group (gas → liquid → solid)</i>
	<i>Reactivity decreases down the group</i>

Alkali metals	<i>Very reactive with oxygen, water and chlorine</i>
	<i>Reactivity increases down the group</i>

Elements arranged in order of <b>atomic number</b>	<i>Elements with similar properties are in columns called groups</i>	Elements in the same group have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.
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### Changes of state

1. Name the 6 changes of state.
2. What do we call it when a solid turns in a liquid?
3. What do we call it when a liquid turns into a gas?
4. How is condensing different to freezing?
5. How is melting different to evaporation?
6. Are changes of state physical or chemical changes?

### Particles

1. Draw the particles in a solid.
2. Draw the particles in a liquid.
3. Draw the particles in a gas.
4. Describe the arrangement of particles in a solid.
5. Describe the arrangement of particles in a liquid
6. Describe the arrangement of particles in a gas
7. Compare the movement of particles in each of the 3 states of matter.

### Further Opportunities

1. Find the definitions for the key vocabulary.
2. Explain what sublimation is. Use the video to help you.  
<https://www.youtube.com/watch?v=RMwhrrYLzBU>
3. Explain why the alkali metals are so reactive.

### The Periodic Table

1. What order are elements of the modern periodic table arranged in?
2. What does the group number tell us?
3. How are elements in the same group similar?
4. What does the period number (row), tell us?
5. Where are the metal elements found?
6. Where are the non-metal elements found?
7. How were elements arranged in early periodic tables?
8. What did Mendeleev do differently with his periodic table?
9. What name is given to group 1 metals? Name 4.
10. What do all group 1 metals have in common?
11. How does the reactivity of group 1 metals change as you go down the group?
12. What do we call the elements in group 7? Name 4.
13. What do all group 7 elements have in common?
14. Which one is the most reactive?

**EBACC**

# RE Knowledge Organiser

## Christianity

### Holy Scripture

The holy book in Christianity is the Bible. The bible is split into the old testament and the new testament. The Old testament contains stories about a number of things, for example the creation story and the story of Noah's Arc and helps explain our origins.

The New Testament is a collection of Gospels written by important people around Jesus, most notably his disciples. Each person has a gospel, which contains all of the writings this person has made regarding Jesus. These stories are important for Christians as they not only give information on what Jesus was like, but also gives important lessons and messages to christians.

### Key figures

Christianity is a monotheistic religion. This means Christians believe in only one God. The most important figure in Christianity, however, is Jesus. Christians believe that Jesus is the son of God and his voice on earth. The life of Jesus is of great significance to Christians as many will use him as an example on how they should live their lives.

Another key figure we still see today is the Pope. The current pope is Pope Francis and has had his position since 2013. The pope is the head of the catholic church and as seen as a successor to Saint Peter, who was one of Jesus' disciples. A saint is another person of great importance in the Christian faith. Usually someone becomes a saint after they die, with a group of cardinals decide who meets the criteria for becoming a Saint. Examples of well known saints include Saint Peter, Saint George and Saint Joan of Arc.

### Key beliefs

There are many different beliefs in Christianity and this varies due to which denomination of Christian you are. The two main denominations of Christianity in this country is Catholicism and Protestantism. One belief that is shared between the two is Baptism. When a baptism takes place it signals a person's adoption of Christianity. This involves either pouring water on a person's head or submerging them underwater three times. The reason why this is done three times is because it represents the Trinity. The Trinity is used to show the God as three different people sharing one essence. They are The Father, The Son and The Holy Spirit. In this context, the three persons define *who* God is, while the one essence defines *what* God is.

### Festivals

The most important festival in Christianity is Easter. Easter remembers the death and resurrection of Jesus Christ. The festival reminds Christians of why Jesus died and how he was resurrected after he was Crucified by the Romans. The festival is celebrated on the week leading up to the crucifixion of Jesus on Good Friday and his resurrection on Easter Sunday.

Another important festival is Christmas, which celebrates the birth of Jesus. This takes place in December and one main tradition of this is giving gifts to those close to you. This represents the giving of gifts from the Three Kings that visited Jesus one the night of his birth.

### Places of worship

There are multiple Christian places of worship. These are different due to the size of the building and its characteristics. The most common place of worship is a church. Here the traditional services are lead by either a priest or a vicar. Other places of worship include a Cathedral, Chapel and Abbeys. The Cathedral is usually the largest place of worship a Christian would visit,, whereas a Chapel is usually smaller than a Church.

There are other important places in the world that Christians will try to visit. This includes The Vatican, more specifically St Peter's Basilica, and also Jerusalem. These are places of great symbolic and religious importance.



Saint Peter's Basilica in Vatican City. This is the largest Christian place of worship in the world.

### KEY VOCABULARY/TERMS

Priest, Trinity, Triquetra, Baptism, Church, Cathedral, Chapel, Resurrection, Crucifixion, Easter, Christmas, Testament, Old Testament, New Testament  
Disciple, Pope, Vatican City, Gospel, Pilgrimage, Apocalypse, Nicene Creed

### Quiz questions

The creation story features in which Testament?

What is the largest Church in the world?

On what day was Jesus crucified?

Name two denominations of Christianity

What does the Trinity try to show?

Why do people send gifts on Christmas?

On what day was Jesus resurrected?

Who is the current Pope?

Name an important location in Christianity

Name three different places of worship

How long does the Easter celebration last?

Where is St Peter's Basilica found?

What does a baptism represent?

What is the most common place of Christian worship?

What does Christmas celebrate?

Who might lead a church service?

Give three examples of Saints

Who was Saint Peter?

# History Knowledge Organiser

## Migration through time

### Key groups

Romans, Anglos - Saxons, Vikings, Normans, Jews, African migrants, Huguenots, Asian migrants, Irish, Polish, Commonwealth migrants, European migrants.

### Key dates

Pre 400	<ul style="list-style-type: none"> <li>By the time Romans began to settle in Britain in the first century AD, the population had already been shaped by thousands of years of migration.</li> <li>After the Roman invasion of AD 43 soldiers and settlers came to Britain from all over the Roman Empire.</li> </ul>
400 - 600 Early Medieval migration	<ul style="list-style-type: none"> <li>After the collapse of the Roman Empire, Anglo - Saxon migrant moved to Britain.</li> <li>Over 5 centuries they turned a group of small kingdoms into a single country</li> </ul>
1066 - 1500 Late Medieval migration	<ul style="list-style-type: none"> <li>During the late Middle Ages, Britain's trade with Europe increased. Many European migrants came to Britain to work.</li> </ul>
1500 - 1750 Early Modern migration	<ul style="list-style-type: none"> <li>In the sixteenth century, Europe became divided over religion. Many Protestants came to England to escape violence.</li> <li>Exploration overseas led to an increase in migrants from the wider world.</li> </ul>
1750 - 1900 Industrial and Imperial migration	<ul style="list-style-type: none"> <li>In the eighteenth century, Britain became the world's first industrial nation. People came to Britain seeking work and to build better lives.</li> <li>The expansion of the British Empire brought more migrants from the wider world.</li> </ul>
1900 - now Modern migration	<ul style="list-style-type: none"> <li>After the Second World War, the British Empire came to an end. Migrants from the Caribbean, India and Pakistan came to work in Britain.</li> <li>After 1973, Britain's membership of the European Union meant that people from different European countries came to Britain to work.</li> </ul>

### Key migration themes - BBC bitesize

#### Reasons for immigration

People **migrated** to Britain for many reasons. Many were **refugees** fleeing persecution and seeking **asylum** and safety. Some were forced to come here against their will, kidnapped or enslaved. Most, however, were economic migrants looking for work and a better life.

#### The experiences of immigrants

Britain was sometimes welcoming, and sometimes unwelcoming, to **immigrants**. Some integrated into British society quickly and easily, while for others it was a constant struggle. Several times throughout our history members of minorities had to organise and take action for recognition of their right to stay and belong.

#### Responses to immigration

The responses of different sections of British society varied. Governments often welcomed immigrants because they brought great economic benefit. On the other hand, many laws were passed to control and restrict immigration, especially in recent years. Working people sometimes feared that immigrants threatened their jobs and wages. There were times of anti-immigrant violence and even expulsion. However, most settled and were eventually accepted in cities, towns and villages.

#### The impact of immigration

There has been a deep and profound cultural and social impact, affecting language, fashion, food, music, literature and religious life. Economically, immigrants played a key role in the rise of manufacturing, the development of banking and **capitalism**, the industrial and technological revolutions and the modern service economy. The impact was not always easy, however. The changes brought by immigration often resulted in upheaval, conflict and communal tensions, as well as pressure on jobs and services.

#### How much has changed?

In the 11th century England was colonised by the Normans. 800 years later Britain was the coloniser, ruling a fifth of the world's people. Most of the migration stories over the last millennium (1000 years) were connected with Britain's growing world role. The history of this country cannot be detached from world history, and the millions of people who migrated here were an outcome of that reality.

One pattern repeats again and again throughout our history. People arrive and are seen as outsiders, **aliens**, 'the other' with their strange customs, clothes, food and beliefs. Over time, they become British and what 'Britishness' means changes to include them. Some of those who migrated join those who are suspicious of the next arrivals, until they too become part of a 'Britishness' that has changed again. On one occasion in the Middle Ages, the silk weavers guild complained that **Flemish** weavers were threatening the jobs of 'English' women silk weavers. Many of those women were themselves immigrants from Italy and the Middle East.

### KEY VOCABULARY/TERMS

Archaeologist, Anglo - Saxon, Catholic, Christian, Christianity, Commonwealth, Empire, European Union, Gods, Huguenots, Imperial, Industrial, Jews, Jewish, Medieval, Middle Ages, Migration, Migrant, Protestant, Reformation, Roman, Trade, Viking.

**migration**

the movement of persons from one place to another to find work  
Root: migrate  
Suffix: tion - act, process or result



# History Knowledge Organiser

## Migration through time

**Key groups - for each of the groups below write a sentence about their migration to Britain**

Romans	
Anglo - Saxons	
Normans	
Jews	
African migrants	
Huguenots	
Asian migrants	
Irish	
Polish	
Commonwealth migrants	
EU migrants	

### Questions

1. Who invaded in 43AD?	
2. What is the key word for people who move around?	
3. When did Britain join the European Union?	
4. When did the Anglo-Saxons rule England?	
5. Why did many Protestant come to Britain in the sixteenth century?	
6. What name beginning with A did people call migrants?	
7. When was the late medieval period?	
8. Which group of Protestants came to Britain from France because of religion?	
9. When was industrial migration?	
10. Which three places did migrants come to Britain from after WW2?	

## Prior Knowledge

### Les numéros Numbers

un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten

### Les introductions

Bonjour  
Salut  
Au revoir  
ça va?  
Ça va bien merci  
Ça va mal  
Comme ci, comme ça  
Comment t'appelles-tu?  
Je m'appelle....  
Quel âge as-tu?  
J'ai.....ans

### introductions

Hello  
Hi  
Goodbye  
How are you?  
Well, thank you  
Not well  
So, so/Alright  
What is your name?  
My name is...  
How old are you?  
I am.....years old.

## Les verbes clés

### Les pronoms

Je/J'	I
Tu	you ( singular)
Il	He
Elle	She
On	We
Nous	We
Vous	You (plural)
Ils	They (m)
Elles	They (f)

### Avoir

J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have
Nous avons	We have
Vous avez	You have
Ils ont	They have
Elles ont	They have

### To have

I have
You have
He has
She has
We have
We have
You have
They have
They have

### Être

Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You have
Ils sont	They are
Elles sont	They are

### to be

I am
You are
He is
She is
We are
We are
You have
They are
They are

C'est  
Il y a

It is  
There is



## La conjugaison

### Conjugating 'er' verbs

In the infinitive (how you would find it in a dictionary), these verbs end with 'er' e.g. aimer (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, danser, écouter, visiter



## Les opinions

J'adore I love  
J'aime I like  
Je n'aime pas I don't like  
Je déteste I hate  
Je préfère I prefer

parce que because  
car because  
c'est it is



Ils sont They are



Write the correct translation for the following subject pronouns.

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

Write out the sentences using the correct form of the present tense.

1. Je (jouer) de la guitare.
2. Je (chanter) dans une groupe.
3. Tu (aimer) les jeux vidéos?
4. Il (habiter) en France.
5. Elle (adorer) les animaux.



Fill in the gaps in these sentences, then translate them into English

1. J' \_\_\_\_\_ un portable.
2. Tu \_\_\_\_\_ un animal?
3. Il \_\_\_\_\_ un frère
4. Elle \_\_\_\_\_ un soeur.
5. Ils \_\_\_\_\_ beaucoup de talent.
6. Nous \_\_\_\_\_ une guitare.



Write a sentence, giving your opinion (with reason) of the items below.



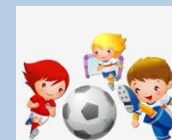
la pizza



la danse



les araignées



le foot



les chiens

délicieuse    amusant    fantastique    horrible    nul    super

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

1. I am big.
2. He is small.
3. She is intelligent.
4. He is funny.
5. We are curious.
6. You are modest
7. They are trendy.

modeste	drôle	branchés
	curieux	petit
grand	intelligente	

Write an answer to the questions below in French. Practise your questions and answers with a friend or family member.

1. Comment t'appelles-tu?
2. Qu'est-ce que tu as dans ton sac?
3. Qu'est-ce que tu aimes?
4. Qu'est-ce que tu n'aimes pas?
5. Tu es comment?



## 1 - The Big Bang

**Before the Big Bang there was nothing - no universe, no stars, no planets.**

13.8 billion years ago there was a violent explosion of energy: **the Big Bang**.

This formed tiny particles from which atoms were made: the **universe was born**.

2 million years after the Big Bang: **first star appeared**.

4.6 billion years ago: **our star was formed** in our galaxy - the Milky Way.

Over a period of 100 million years: the Sun's gravity spun clouds of dust and gases together to **form the planets**.

Over millions of years **Earth's surface cooled and hardened**. The atmosphere also cooled so the water vapour in it condensed to form clouds and rain. **Water on the surface formed rivers, lakes and oceans**.

3.5 billion years ago meteorites landed in the oceans bringing the **first tiny living cells** which all life evolved from.

## 2 - Life on Earth

**Fossils are used by scientists to work out how life on Earth developed.**

mya	Event
550	Soft bodied sea creatures
475	First plants on land
440	Mass extinction
395	Fish begin to move on land
360	Mass extinction
248	Biggest mass extinction
230	Dinosaurs appeared
200	First small mammals
66	Asteroid kills 75% of living things including dinosaurs
2	First species of human
0.2	First Homo Sapiens (us)

## 3 - Earth's timescales

**Rocks and fossils have been studied by scientists to divide time into blocks. It is called a geological timescale.**

**The Phanerozoic eon** is the one we are living in now:

Era	Period	Started
Cenozoic	Quaternary	2.6 mya
	Neogene	23 mya
	Paleogene	66 mya
Mesozoic	Cretaceous	145 mya
	Jurassic	200 mya
	Triassic	250 mya
Paleozoic	Permian	290 mya
	Carboniferous	300 mya
	Devonian	420 mya
	Silurian	445 mya
	Ordovician	485 mya
	Cambrian	540 mya

**The Precambrian eon** covered time before the Phanerozoic eon.

## 4 - Key terms

**mya** Millions of years ago

**Eon** A huge block of time

**Era** Large blocks of time which eons are divided into

**Periods** Smaller blocks of time which eras are divided into

**Mass extinction** Loss of a large number of species over a short period of geological time





## 1 - The Big Bang

- What was there before the Big Bang?
- What was the Big Bang?
- When did the Big Bang happen?
- What did the Big Bang create?
- When did the first star appear?
- When was our sun formed?
- What is our galaxy called?
- How long did it take for the planets to form?
- How were the planets formed?
- How long did it take for Earth's surface to cool?
- What happened when the atmosphere cooled?
- What needed to happen for rivers, lakes and oceans to form?
- How did the first life arrive on Earth?
- When did the first life arrive on Earth?

## 2 - Life on Earth

- What did scientists use to work out how life on Earth developed?
- Where did the first plants and animals on Earth live?
- When did plants appear on land?
- When did animals first live on land?
- Which animals were the first to live on land?
- When did dinosaurs appear?
- When did the first small mammals appear?
- When was the first species of human appear?
- When did Homo Sapiens appear?
- Who are Homo Sapiens?
- How many mass extinctions have there been?
- What event led to the extinction of dinosaurs?

## 3 - Earth's timescales

- What have scientists studied to divide time into blocks?
- What is the name of the timescale which was produced?
- Which eon are we living in now?
- Which eon came before the Phanerozoic eon?
- How many eons are there in the Phanerozoic eon?
- What are the eras of the Phanerozoic eon called?
- When did each of the eras begin?
- Which era has lasted the longest?
- How many periods is each of the eras divided into?

### **Challenge - combining information in sections 2 and 3:**

- In which period did dinosaurs appear?
- In which period did soft bodied sea creatures develop?
- In which period did Homo Sapiens appear?
- What event brought about the start of the Cenozoic Era?

## 4 - Key terms

- What does mya stand for?
- What is an eon?
- What is an era?
- What is a period?
- What is a mass extinction?
- What is longer an era or an eon?

- In which period did fish move onto land?

# KS3 Computer Science Modelling Data

Spreadsheets are used for calculations, simple **databases** and **modelling**.

A spreadsheet is made up of rows, columns and cells. Columns are labelled alphabetically, starting at A, and rows are labelled numerically starting at 1. Each cell has a unique cell reference. The first cell in a spreadsheet is A1, A2 is below A1, and B1 is to the right of A1.

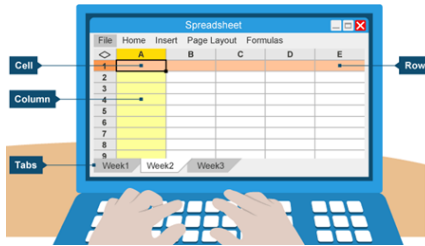
A cell can contain **data**, **labels** and **formulae**.



Google Sheets



MICROSOFT EXCEL



Spreadsheets are perfect for performing calculations with data. To do this you need to write a formula. All formulas start with an equals sign (=). e.g. You could use a **formula** to calculate a total. If one of the values that makes up the total changes, the total updates automatically.

=	used to start formulae/functions
+	addition
-	subtraction
/	division
*	multiplication

fx	=B9+C9		
	B	C	
	5	208	7
	6	69	33
	7	82	54
	8	105	10

More advanced formulas are called **functions**. These are complex formulas created for you. There are many to choose from and also specialist ones designed for particular jobs or areas of expertise.

SUM	adds values in selected cells	=sum()
MIN	finds the smallest value	=min()
MAX	finds the largest value	=max()
AVERAGE	finds the average value	=average()
COUNTA	counts all the cells that are NOT empty	=countA()
COUNTIF	adds up cells that meet a certain rule, e.g. count the number of students that achieved level 6.	=countif()
IF	changes the value of a cell if something is true, e.g. if a customer's total bill is over £100, deduct 10% from their bill.	=if()

## Sort & Filter

Sorting data organises it in a specific way e.g. alphabetically



Sort A → Z  
Sort Z → A

Filtering data makes it easy for us to find one specific piece of data without having to look through every piece of data

## Data vs. Information

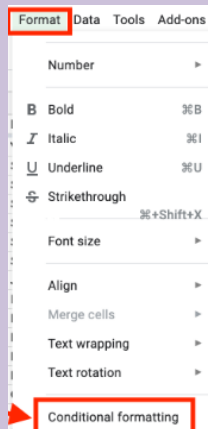
Data = raw facts and figures that make no sense or do not have meaning. Data is words, numbers, dates, images, sounds etc without context.

Information = Data that has been processed by a computer so that it makes sense. Information is a collection of words, numbers, dates, images, sounds etc put into context.

## Primary vs Secondary Data Sources

Primary = Data that has been generated by the researcher himself/herself, surveys, interviews, experiments, specially designed for understanding and solving the research problem at hand.

Secondary = Using existing data generated by someone else i.e. from books, the internet, reports etc.



**Formatting**= Changing the way something looks.

**Conditional formatting** = where rules are applied to the spreadsheet which change the formatting of cells / data based on conditions. The formatting will change automatically depending on the value of the cell.



SCAN ME

# KS3 Computer Science- Modelling Data

## What I need to know:

### Questions:

- What are spreadsheets used for?
- What 3 things are spreadsheets made up of?
- How are columns and rows labelled?
- What does each cell have to identify it?
- What can a cell contain?
- What do you write in spreadsheets to complete calculations?
- What must all formulae begin with?
- What are the signs for addition, subtraction, multiplication and division?
- What are functions?
- What does SUM do?
- What do MIN and MAX do?
- What does AVERAGE do?
- What does COUNTA do?
- What does COUNTIF do?
- What does IF do?
- What is sorting used for?
- What is filtering used for?
- What is the difference between data and information?
- What is the difference between primary and secondary sources of data?
- What is formatting? Give an example
- What is conditional formatting? Give an example.

### Match the keyword to the definition

Formula		1. Facts and figures
Cell reference		2. A tool that fills the selected cells with repeating values or a pattern
Autofill		3. Data that you have collected and that you are using yourself
Data		4. Needed to do a calculation, must start with the = symbol
Information		5. Data that somebody else collected and that you are using
Primary source data		6. Facts and figures that have been organised so that they have meaning
Secondary source data		7. The location of a cell, made up of a column name and a row number

### Complete the Bitesize Quiz



### Watch a tutorial on how to use Google Sheets



### Identify the formula needed

	A	B	C	D
1	14	x	7	= A1 * C1
2	179	+	56	
3	625	-	341	
4	8	x	77	
5	57	÷	6	

### Key Words Per Lesson:

Lesson 1: Data, cell, cell reference, row, column, range, select	Lesson 2: Drag handle, autofill, formula, cell reference	Lesson 3: Formula, cell reference, autofill, data, information, source, primary source, secondary source
Lesson 4: Chart, pie chart, bar chart, series, axis/axes, labels, headers, function, maximum, minimum	Lesson 5: Header, filter, average, criterion/criteria, condition	Lesson 6: Conditional Formatting

**INNOVATION**



# KS3 | FOOTBALL BASIC RULES



**Big picture:** To develop knowledge and understanding of the basic rules and skills in Football

## Basic Rules of a game of Football

### Object of the Game

The aim of football is to score more goals than your opponent in a 90 minute playing time frame. The match is split up into two halves of 45 minutes. After the first 45 minutes players will take a 15 minute rest period called half time. The second 45 minutes will resume and any time deemed fit to be added on by the referee (injury time) will be accordingly.

### Free Kicks/Penalties

Free kicks are awarded where a foul occurs. Penalties punish more serious foul play and are taken from the penalty spot.

### The pitch

The pitch dimensions are roughly 120 yards long and 75 yards wide. On each pitch you will have a 6 yard box next to the goal mouth, an 18 yard box surrounding the 6 yard box and a centre circle. Each half of the pitch must be a mirror image of the other in terms of

### Players per team

A football team can have a maximum of 11 players on the pitch. These are made up of one goalkeeper and ten outfield players.

### Equipment

The equipment that is needed for a football match is pitch and a football. Additionally players can be found wearing studded football boots, shin pads and matching strips. The goalkeepers will additionally wear padded gloves as they are the only players allowed to handle the ball. Each team will have a designated captain.

### Scoring/Restarting

To score the ball must go into your opponent's goal. The whole ball needs to be over the line for it to be a legitimate goal. A goal can be scored with any part of the body apart from the hand or arm up to the shoulder. After a team scores a goal, the ball is returned back to the opposition to start again in the middle. You have to wait for the referees whistle.

## Technique/Skills - Linking skills

### Passing

- Place their non-kicking foot next to the ball, pointing in the direction they want the ball to go.
- Strike through the middle of the ball.
- Keep their head over the ball.
- Eyes on the ball at the moment of contact.
- Good first touch to control and prepare ball.



### Dribbling

- Keep the ball close to your feet
- Practise with the inside, outside of the foot and with rolling the foot over the ball, using the sole.
- Use both the left and right foot.
- Keep your head up and look for team mates, space and opposition players
- Shift your body weight to throw the defender off balance, use fakes to create space for yourself.



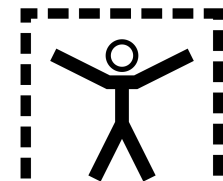
### Shooting

- Head down - eye on the ball
- Plant non-striking foot along side the ball.
- Strike the middle of the ball  
Keep the knee of the kicking leg over the ball.
- Approach the ball slightly from the side.
- Aim at your target, and follow through your kicking foot.



### Linking skills

Can you link these skills in a controlled practice and competitive environment?





# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

## Key Questions

1. How many players are on a football team?
2. Explain the rule around pitch dimensions.
3. Explain free kicks and penalties.
4. Explain the object of the game.
5. Explain what equipment is needed in football.
6. Explain how to score in football and what happens if you do.
7. What are the teaching points of a passing?
8. What are the dribbling teaching points?
9. What are the shooting teaching points?
10. Can you list all of the cross over rules and skills that are in football, basketball, netball and handball?

## Key Terms

**Rules** - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

**Pitch** - A pitch is an area of ground that is marked out and used for playing a game such as football, cricket, or hockey.

**Football** - a game played between two teams of eleven players in which a round inflated ball is moved toward a goal usually by kicking.

**Free Kick** - a kick that is made without being stopped or slowed by an opponent and that is allowed because of a foul by an opponent.

**Offside** - in a position in a game on the opponent's part of the field where you are not allowed to be : not inside

**Penalty** - a disadvantage given for breaking a rule in a sport.

**Dribbling** - Dribbling is moving the ball past your opponent without allowing him to tackle you, allowing you to keep possession.

**Skills** - the ability to do something well; expertise.

**Shooting** - hitting the ball in an attempt to score a goal

## Youtube Links

**The Rules of Football - EXPLAINED!** -  
<https://www.youtube.com/watch?v=5Yo23e0hB48>

**Dribbling | Football**  
[https://www.youtube.com/watch?v=OiBQwIT2\\_cE](https://www.youtube.com/watch?v=OiBQwIT2_cE)

**Shooting | Football -**  
[https://www.youtube.com/watch?v=Xp\\_5sW5KF3I](https://www.youtube.com/watch?v=Xp_5sW5KF3I)

**Passing | Football -**  
[https://www.youtube.com/watch?v=Z2Es\\_o-Rmh8](https://www.youtube.com/watch?v=Z2Es_o-Rmh8)

**Offside Rule | Football**  
<https://www.youtube.com/watch?v=0-nvjtx3i7E>

# KS3 | HANDBALL BASIC RULES



Big picture: To develop knowledge and understanding of the basic rules and skills in handball

## Basic Rules of a game of basketball

### Players per team

A handball team can have a maximum of 7 players on the court.

### The goal area

The goal area line, or 6-metre line, is the most important line. No one except the goalkeeper is allowed to stand in the goal area. Players may jump into the area if the ball is released before landing in the area. If a defending player goes in to the area then it is a 7metre penalty throw.

### Free Throws/Penalties

Free throws are awarded where a foul occurs or from the 9-metre line if foul occurs in this zone. Penalties punish more serious foul play and are taken from the 7-metre mark

### Corners

If the ball leaves the end of the court possession goes to the defending keeper. If touched by a defending player first, then a corner is awarded to the attacking team.

### 3 steps

A player is allowed 3 steps with the ball (before or after dribbling). A player can dribble as much as they want.

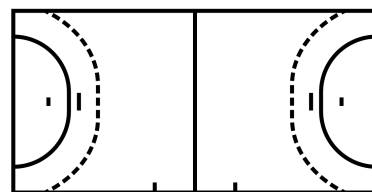
### The goal keeper

The goalkeeper may act as a court player, but is the only player allowed inside the 6-metre goal area. The goalkeeper may use his feet to defend the goal inside this area, the only player permitted to do so.

### Restarting after scoring


After a team scores a goal, the ball is returned back to the opposition to start again in the middle. You do not have to wait for the referees whistle.

### The court




## Technique/Skills - Linking skills


### Throwing/Passing

- Weight always on front foot
- The ball is gripped in your fingers and thumb, never your palm
- The arm is raised, with the throwing elbow above the shoulder 
- Throw forward your arm and release the ball
- Remember to aim at your partner's W

### Dribbling

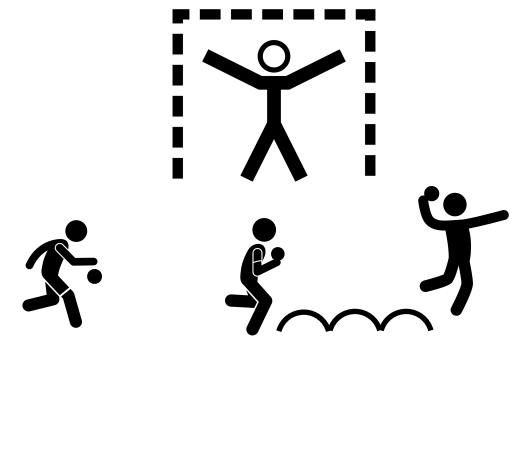
- Touch the ball with your fingertips, not your palm
- Bend your knees and get in a low stance
- Push down firmly onto the ball and release
- Use your wrist to control the bounce of the ball and power within the bounce
- Keep your head up and look for team mates, space and opposition players
- Move on the balls of your feet . 

### Shooting

- Receive the ball on the move 
- Attack open space using your three steps
- Raise the throwing arm backwards, the ball should be above your head and elbow above your shoulder
- Transfer your weight onto your front foot
- Aim at your target, and follow through your throwing arm and release the ball.

### Linking skills

Can you link these skills in a controlled practice and competitive environment?



# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

## Key Questions



1. How many players are on a handball team?
2. Explain the rule around the goal area.
3. Explain free throws and penalties.
4. Explain the corners rule.
5. Explain the 3 steps rules.
6. What is the goal keeper allowed to do.
7. What are the teaching points of a pass/throw?
8. What are the dribbling teaching points?
9. What are the shooting teaching points?
10. Can you list all of the cross over rules and skills that are in football, basketball, netball and handball?

## Key Terms



**Rules** - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

**Court** - a quadrangular area, either open or covered, marked out for ball games such as tennis or squash

**Inbound** - throw (the ball) from out of bounds, putting it into play.

**Baseline** - the line marking each end of a court.

**Sideline** - either of the two lines bounding the longer sides of a , basketball court or similar playing area.

**Jump shot** - a shot made while jumping.

**Dribbling** - take (the ball) forwards past opponents with slight touches of the feet or the stick, or by continuous bouncing.

**Skills** - the ability to do something well; expertise.

**Goal area** - a semi circle 6m area in front of the goal from within which goal kicks must be taken.

# KS3 | LEADERSHIP | HEART



Big picture: I can design and lead drills and warm-ups.

## Expectations

### Objective of Leadership

Leading group tasks including a warm up to build confidence.

### 3 Stage warm-up

#### Pulse Raiser

This is light exercise that slowly increases the heart rate and gradually increases body temperature. For example, jogging, skipping, cycling.

#### Stretch

Muscles is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

#### Sports Specific

This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity.

## Warm Up

### Warm Up



1 **Pulse raiser**  
Light exercises e.g. Jog



2 **Stretches**  
Dynamic e.g. High knee, arm rotations etc.



3 **Sport/Activity Specific**  
Activities that are specific to the activity

## Leading

### Leading



1 **Organising your group**  
Organise your group into the coloured bibs



2 **Group leader(s)**  
One or two people to take the lead.



3 **Leading activities**  
Start to lead sport specific drills.

## Communication

### Communication



1 **Organising your group**  
Organise your group into the coloured bibs



2 **Full Warm Up**  
3 stages of a warm up.



3 **Organise games**  
Organise games effectively with others.

## What to Communicate

### Communication



1 **Organising your group**  
Organise your group into the coloured bibs



2 **What to communicate?**  
Instructions, feedback, praise etc.



3 **Clarity**  
Is what you're communicating clear?

# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

## Key Questions



- What are the 3 components of a warm up?
- What activities are involved in a pulse raiser?
- What dynamic stretches can be performed during the 2nd stage?
- What does sports/activity specific mean?
- Why is it important to warm up correctly?
- What does communication mean?
- What are the different types of communication?
- What is the importance of communicating?
- How can you apply good communication within activities?
- How could you improve your communication skills?
- What are the 3 components of a warm up?
- What activities are involved in a warm up?
- What characters are involved in leading a group?
- What activities can be completed during 'sports specific'?
- How have your group performed as a team?

## Key Terms



### Warm-Up - *noun*

A period or act of preparation for a match, performance, or exercise session, involving gentle exercise or practice.

### Pulse Raiser - *noun*

This is light exercise that slowly increases the heart rate and gradually increases body temperature

### Communication - *noun*

Effective communication, means you are able to listen, understand, and take action on what other people say.

### Dynamic Stretching - *noun*

Dynamic stretching involves making active movements that stretch the muscles to their full range of motion.

### Static Stretching- *noun*

Static stretching is probably the most familiar type of stretching. This involves stretching a muscle to near its furthest point and then holding that position for at least 15 or 20 seconds.

### Heart Rate- *noun*

The speed at which the heart beats.

## Youtube Links

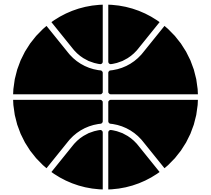


<https://youtu.be/HH32ZM0qm2s>- [LINK](#)

<https://youtu.be/ejiuZsEVhrw> [LINK](#)

<https://youtu.be/tZg3H3y7sOg> [LINK](#)

# KS3 | BASKETBALL BASIC RULES



Big picture: To develop knowledge and understanding of the basic rules and skills in basketball

## Basic Rules of a game of basketball



### Players per team

A basketball team can have a maximum of five players on the court.

### Remaining inside the court

During gameplay, the player with possession of the ball must stay within the designated inbounds lines marked on the court. If a player steps out of bounds or touches this line with their foot while holding the ball, the referee will award possession to the opposing team.

### Inbounding the ball

After the attacking team scores a basket, the opposing team receives possession of the ball. One of their players has to inbound the ball from a designated spot on the sidelines of the court to resume gameplay. The player has five seconds to pass the ball to another player on his team, or else the team loses possession.

### Double Dribble

Basketball players may only advance the ball by passing or dribbling (bouncing the ball on the floor) as they move up and down the court. If a player stops dribbling, they may not resume; instead, they must pass the ball or shoot it. If an offensive player with possession of the ball stops then continues dribbling before passing or shooting, the referee will call a "double dribble," and the opposing team gets the ball.

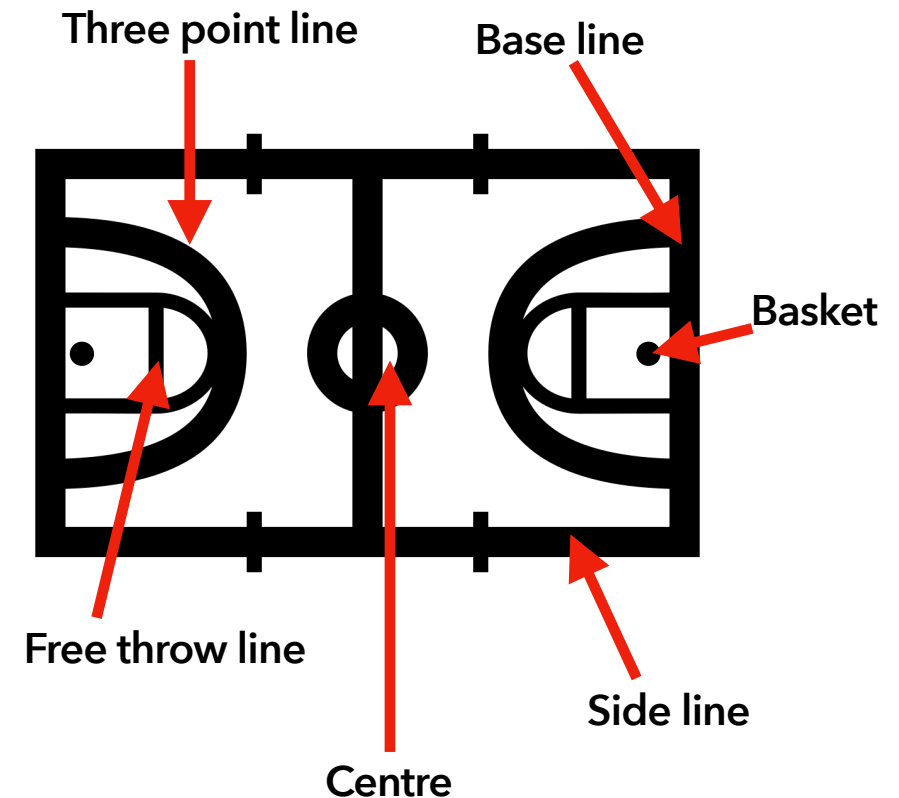
### Travelling

Players may only advance the ball by dribbling it. If they run while holding the ball, they are traveling. Referees will issue a traveling call, and possession of the ball will go to the opposing team.

### Restarting after scoring

After a team scores a basket, the ball is returned back to the opposition to start again.

## The court markings





# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

## Key Questions

1. How many players are on a basketball team?
2. Explain the how a player must remain in the court.
3. Explain the double dribble rule.
4. How many seconds does the player have inbound the ball?
5. How can a basketball player advanced the ball up the court?
6. What can a player do when he stops dribbling the ball?
7. What will the referee call if a player dribbles twice?
8. Explain the travelling rule.
9. What happens when a team scores a basket?
10. Draw and label a basketball court.

## Key Terms

**Rules** - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

**Court** - a quadrangular area, either open or covered, marked out for ball games such as tennis or squash

**Three-point line** - a curved line on a basketball court that is a set distance from the basket and beyond which successful shots count for three points.

**Double dribble** - an illegal action that happens when a player dribbles the ball with two hands at the same time or starts to dribble again after stopping.

**Travelling** - the action of taking more than the allowed number of steps (typically two) while holding the ball without dribbling it, treated as a violation.

**Inbound** - throw (the ball) from out of bounds, putting it into play.

**Baseline** - the line marking each end of a court.

**Sideline** - either of the two lines bounding the longer sides of a , basketball court or similar playing area.

## Youtube Links

**The Rules of Basketball - EXPLAINED!** - [Ninh Ly](https://www.youtube.com/watch?v=wYjp2zoqQrs)  
<https://www.youtube.com/watch?v=wYjp2zoqQrs>

**Basketball Positions and Roles | Basketball-** [Sikana English](https://youtu.be/4_4CymXARWQ)  
[https://youtu.be/4\\_4CymXARWQ](https://youtu.be/4_4CymXARWQ)

**Traveling | Basketball -** [Sikana English](https://youtu.be/cGXFxEJUEpl)  
<https://youtu.be/cGXFxEJUEpl>

**Basketball Violations | Basketball -** [Sikana English](https://youtu.be/-I7hpepS5e4)  
<https://youtu.be/-I7hpepS5e4>

**Dribbling: Stopping and Driving | Basketball-** [Sikana English](https://youtu.be/FIDeOlq278)  
<https://youtu.be/FIDeOlq278>



## ARTIST – ABORIGINAL ART

### General information

**Aboriginal art** is art made by the original people of Australia. It includes work made in many different ways including painting on leaves, wood carving, rock carving, sculpting, ceremonial clothing and sand painting. Symbols are used in aboriginal art, to show different things. While the meaning of these symbols is often shared, they can change meaning within the same piece, and they can be different between different groups. Aboriginal art is a language in itself, communicating through beautiful patterns.

### The Dreamtime

A lot of the art is based on the story of the Dreamtime. The Dreamtime for Aboriginal people is the time which the earth received its present form and in which the patterns of the landscape and cycles of life began. The Dreamtime reflected the events and characters of daily life in the Australian desert.

## KEY VOCABULARY

**Aborigine** – a member of one of the tribes that were living in Australia when Europeans arrived.

**Pattern** – an arrangement of lines or shapes, especially a design in which the same shape is repeated at regular intervals over a surface.

## WORK EXAMPLE



## ASSESSMENT CRITERIA

**Creativity** - How you use and experiment with a range of materials to produce images.

**Cultural Understanding** - How your work shows you have understood the ideas of artists.

**Write 3 relevant facts about the art style**

1.

2.

3.

**Write the definitions for these words**

Aborigine –

Pattern –

**Write about your likes/dislikes of the aboriginal work**

Likes:

Dislikes:

**Copy part of the picture in your book**

### KEYFACTS

Copy the following into your book-

How many notes are there in an octave?

What are the main features of the keyboard/piano?

What colour are the keys of the keyboard/piano?

What are the names of the notes in an octave, starting on A?

### FUN FACTS

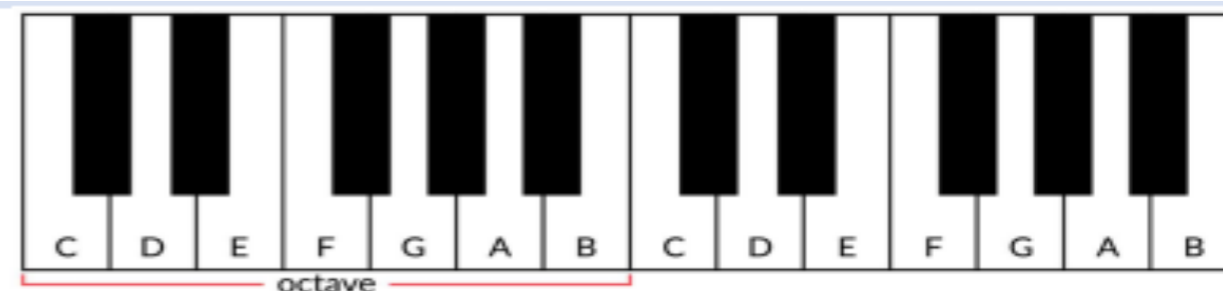
Can you find 5 interesting facts about the piano?

### LISTENING TASKS

Find an example of a piece of piano music on youtube.  
Who can youtube, is your favourite person to cover popular songs with a piano?

### DIAGRAMS

Can you draw the layout of the keyboard?



Can you draw the treble and bass clef?

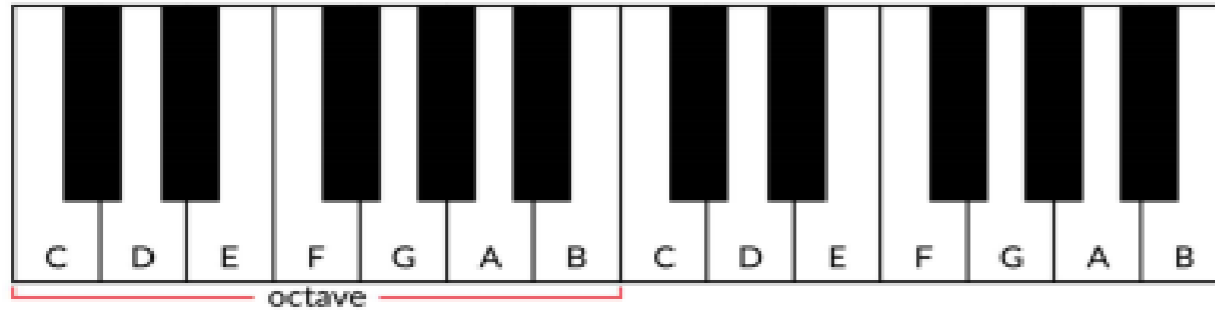
### KEY VOCABULARY

Learn the spelling of key words by using the look, cover, write, check method.

**KEYBOARD** **TREBLE CLEF** **BASS CLEF** **RIGHT HAND** **LEFT HAND** **NATURAL** **SHARP** **FLAT** **OCTAVE**

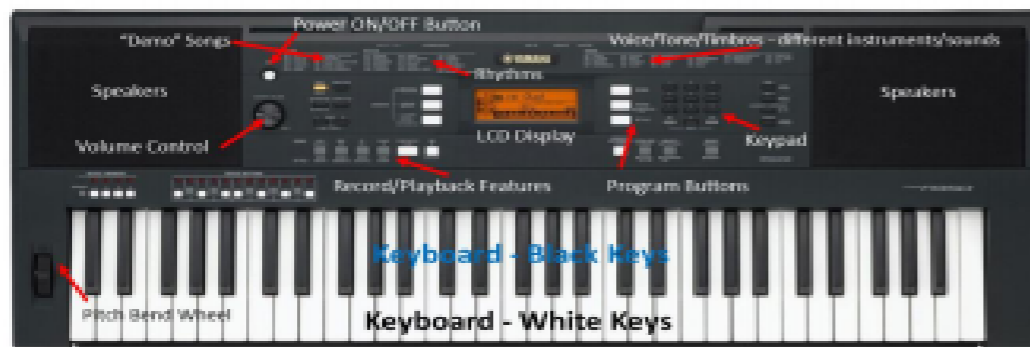
### KEY INFORMATION

#### A. Layout of a Keyboard/Piano



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

#### D. Keyboard Functions



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

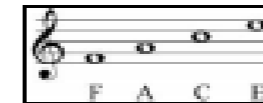
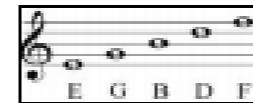


#### B. Treble Clef & Treble Clef Notation

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



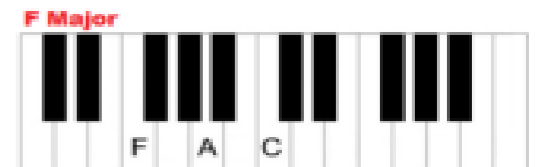
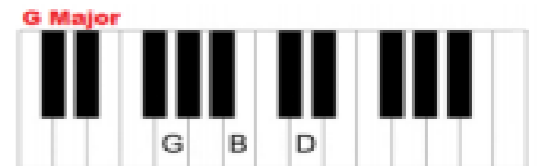
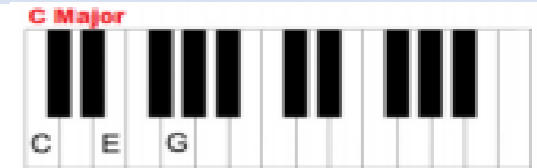
Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



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



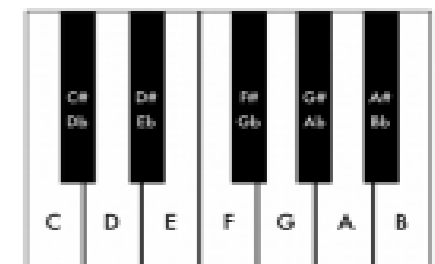
#### C. Keyboard Chords



Play one - Miss one - play one - miss one - play one

#### F. Black Keys and Sharps and Flats

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

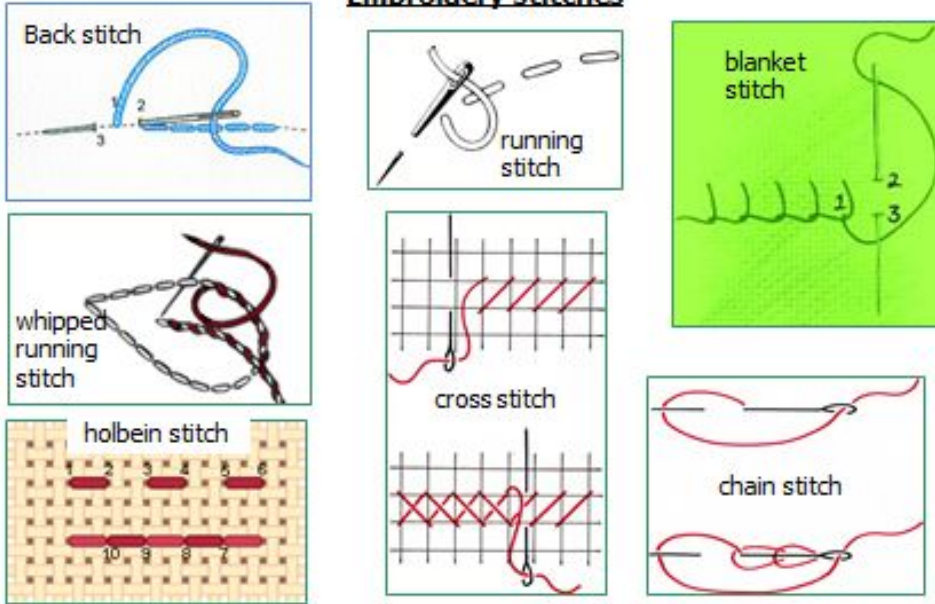


### KEY VOCABULARY

Learn the spelling of key words by using the look, cover, write, check method.

**KEYBOARD TREBLE CLEF BASS CLEF RIGHT HAND LEFT HAND NATURAL SHARP FLAT OCTAVE**

**Embroidery stitches**



**Hand Embroidery**

Embroidery is decorative stitching. Stitches can be either a fill stitch or an outline stitch. The advantages are that the different stitches can be used to do very intricate patterns. They also add texture as well as colour.

The disadvantages are that it can be time consuming and fiddly due to the intricate designs



**KEY VOCABULARY/ TERMS**

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

Embroidery	Embellish	Intricate
Mascot	Time consuming	Kawaii
Applique	Decorative	Outline

In Japanese, the word kawaii means "cute," "tiny," or "lovable."

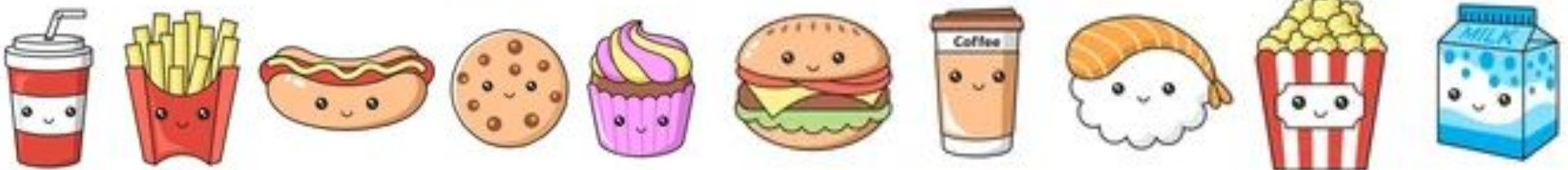
The bold, cartoon-like lines and rounded forms are a very popular segment of Japanese popular culture.

**Hello Kitty and Pikachu** are the most famous kawaii characters and popular all over the world.

## Research

You are going to design and make a fabric squishy based on food and using the theme of kawaii as inspiration.

1. What does kawaii mean?
2. Use the internet to find pictures that you could use as inspiration for your squishy design.
3. How will you use stitching to create detail on your squishy?
4. Which stitches are suitable for sewing an outline?
5. Which stitches could be used to fill in a shape?
6. Which stitches could you use to sew around the outside of your squishy toy?
7. Use the internet to research other decorative stitches that you could use on your squishy toy.







**The 8 Tips for Healthy Eating.**

- 1)Base your meals on starchy foods.
- 2)Eat lots of fruit and veg.
- 3)Eat more fish.
- 4)Cut down on saturated fat and sugar.
- 5)Eat less salt.
- 6)Get active and be a healthy weight.
- 7)Drink plenty of water.
- 8)Don't skip breakfast.

**Wider thinking / further reading:**

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk) [www.grainchain.com](http://www.grainchain.com)

Section of the plate	Advice to follow.
<b>Fruit and vegetables</b>	Choose a wide variety. Aim to eat at least five different portions a day.
<b>Bread, rice, potatoes, pasta and other starchy foods</b>	Base your meals around foods from this group. Eat wholegrain as well as white choices.
<b>Milk and dairy foods</b>	Choose lower fat ones whenever you can, such as semi skimmed milk.
<b>Meat, fish, eggs, beans and other non-dairy sources of protein</b>	Cut visible fat from meat and drain away fat after cooking. Grill, roast or microwave meat and fish rather than frying.
<b>Food and drinks high in fat and/or sugar</b>	Having more calories than you need can lead to obesity. Too much sugar can lead to tooth decay.

## Complete the sentences using the information given.

<b>Fruit and vegetables</b>	Choose a ..... variety. Aim to eat at least ..... different portions a day.
<b>Bread, rice, potatoes, pasta and other starchy foods</b>	Base your ..... around foods from this group. Eat w..... as well as white choices.
<b>Milk and dairy foods</b>	Choose lower fat ones whenever you can such as s..... milk
<b>Meat, fish, eggs, beans and other non-dairy sources of protein</b>	Cut ..... fat from meat and drain away fat after cooking. G....., roast or microwave meat and fish rather than frying
<b>Food and drinks high in fat and/or sugar</b>	Having more calories than you need can lead to O..... Too much sugar can lead to t..... d.....

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

Nutrient	Calories	Obesity	Vitamin
Mineral	Protein	Carbohydrate	Fat
Calcium	Iron	Starchy	Saturated fat

### Eat well for a day

To see if your diet is healthy and balanced, keep a food diary for a day.

List all of the food and drink you had for each meal.

Meal	Food and drink consumed
Breakfast	
Snacks	
Lunch	
Dinner	

**Compare your diary to the eatwell guide and complete the sentence below:**

I have consumed food and drink from ..... of the five food groups.

Then write down what changes you could make to make your diet more healthy and balanced.

## Environmental sustainability in design

What is Environmental sustainability in design?

Environmental sustainability in design is the process where designers and manufacturers consider the environmental impact of the products they create and produce.

Designers consider the 6 R's when considering the impact of their products.

### **6 R's**

- Reuse
- Recycle
- Rethink
- Reduce
- Refuse
- Repair

### **Product Miles**

Product miles in design and manufacture is the total distance a product takes from its place of manufacture to the place where it is bought by a consumer.

### **Carbon Footprint**

The carbon footprint of a product is measured on the amount of carbon dioxide released in the manufacture and transport of a particular product.



### **The flat pack idea**

A flat pack product involves the consumer assembling the product they have bought themselves by following instructions. This process is very popular in furniture and lighting.

This idea saves the manufacture time, reduces product miles and carbon footprints because the packaging is smaller and can be a cheaper option for the consumer.

## KEY VOCABULARY

### **Prototype, Product Miles, Sustainability**

## Prototyping

A prototype is an early sample or model built to test a concept of a design idea in order to find areas of improvement.

We are prototyping our product to check that the size, function and safety features are correct.

### **Prototyping materials**

There are many materials you can use to prototype your product. They all have two things in common, they are cheap and easy to use. Examples of prototyping materials are:

- Cardboards
- Styrofoam
- Balsa wood
- Polymorph

The material we will use is a cardboard called Grey board because it is:

- Cheap
- Easy to laser cut
- Relatively thick and strong

## ASSESSMENT CRITERIA

**Competence** - How you complete and improve your work using the project activities.

**Technical ability** – How you have used your CAD skill accurately to create a successful working pendant.

### What are the 6 R's

- 
- 
- 
- 
- 
- 

Which one of the 6 R's is the most important and why?

.....

.....

.....

.....

.....

.....

Why is using a flat pack structure in our product good for the environment?

.....

.....

.....

.....

.....

.....

Give two reasons why you will make a full size prototype your product.

- 
- 

### Sustainability

What do these symbols represent?



Write the definitions for the Key vocabulary words

- 
- 
-

