

KNOWLEDGE

ORGANISER

Year 7
Half Term 4



Name:

Tutor Group:

Academic Year:




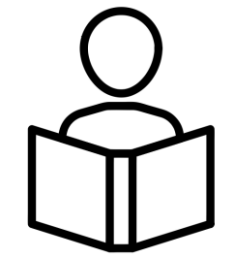
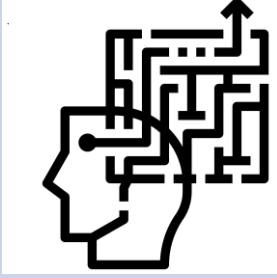
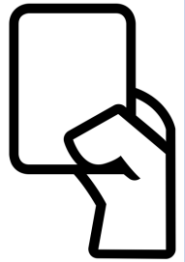



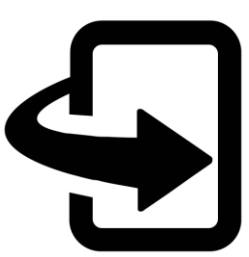
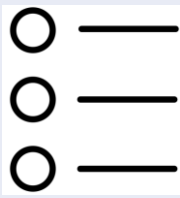


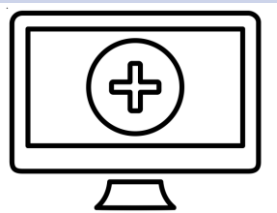
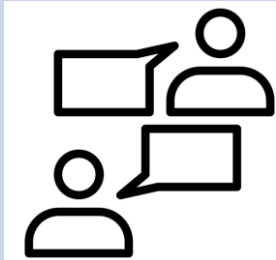

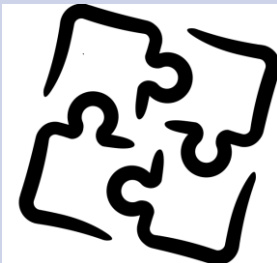

How to use your Knowledge Organiser



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

YEAR 7 — LINES AND ANGLES

Constructing, measuring and using geometric notation

@whisto_maths

What do I need to be able to do?

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

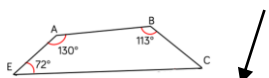
- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

- Polygon:** A 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two sides the same size
- Right-angled triangle:** a triangle with a right angle
- Frequency:** the number of times a data value occurs
- Sector:** part of a circle made by two radii touching the centre
- Rotation:** turn in a given direction
- Protractor:** equipment used to measure angles
- Compass:** equipment used to draw arcs and circles

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

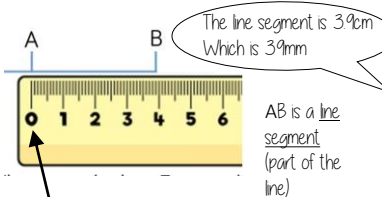


Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C

Draw and measure line segments

Conversions: $1\text{cm} = 10\text{mm}$, $1\text{m} = 100\text{cm}$



Make sure the start of the line is at 0.

Angles as measures of turn

East to South is a quarter turn clockwise

Quarter Turn 90° Clockwise

Half Turn 180°

Three-quarter Turn 270° Anti-Clockwise

Full Turn 360°

Classify angles

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Right Angles
 90°

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

Reflex
 $180^\circ < \text{angle} < 360^\circ$

Right angle notation

Straight Line
 180°

Measure angles to 180°

Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90° and 180° .

Make sure the cross is at the point the two lines meet

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil. And join to the angle point (use a ruler)

Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet (Have the same gradient)

Perpendicular lines
Straight lines that meet at 90°

Angles over 180°

360° - smaller angle = reflex angle

Use your knowledge of straight lines 180° and angles around a point 360°

Measure the smaller angle first (less than 180°)

Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Trapezium
One pair of parallel lines

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$

Use a protractor to draw. This is 192°

Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

SAS, SSS, ASA constructions

Side, Angle, Angle

Side, Angle, Side

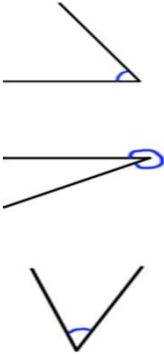
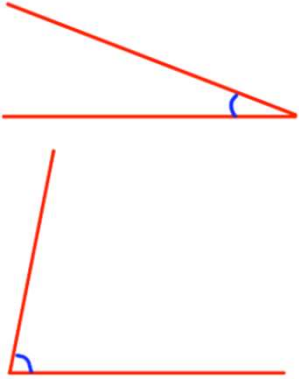
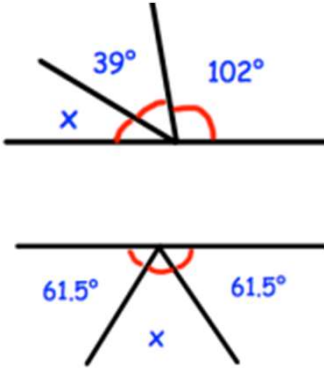
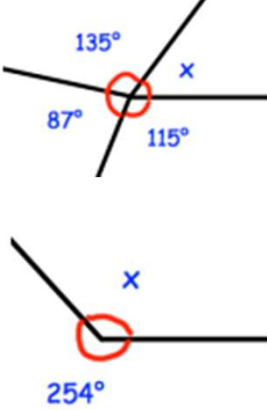
Side, Side, Side

If all the sides and angles are the same, it is a **regular** polygon

YEAR 7 — LINES AND ANGLES

Constructing, measuring and using geometric notation

@whisto_maths

<p><u>Classify Angles</u> Name the type of angle</p> 	<p><u>Measure angles</u> Measure the angles</p> 	<p><u>Draw angles</u> Draw the angles (a) 20° (b) 60°</p>										
<p><u>Angles on a straight line</u> Find the missing angles</p> 	<p><u>Angles round a point</u> Find the missing angles</p> 	<p><u>Pie Chart</u> Draw a pie chart for the data below.</p> <table border="1" data-bbox="1043 1249 1458 1487"> <thead> <tr> <th>Method of Transport</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Car</td> <td>8</td> </tr> <tr> <td>Bus</td> <td>11</td> </tr> <tr> <td>Walk</td> <td>12</td> </tr> <tr> <td>Cycle</td> <td>5</td> </tr> </tbody> </table>	Method of Transport	Frequency	Car	8	Bus	11	Walk	12	Cycle	5
Method of Transport	Frequency											
Car	8											
Bus	11											
Walk	12											
Cycle	5											
<p><u>Properties of quadrilaterals</u> Which quadrilaterals have only one pair of equal length sides? Which quadrilaterals have two pairs of equal length sides?</p>	<p><u>Keywords</u> Write a definition for each of the key words below. Polygon Scalene Triangle Isosceles Triangle Frequency Sector Rotation</p>	<p><u>Essential knowledge</u> Write a summary of the essential knowledge for this unit.</p>										

Year 7 English Unit 2 - Knowledge Organiser

Sentence formation

Sentence Type	Explanation	Example
Simple sentence	A sentence that contains one object, subject and action Subject – for focus of the attention and the main participant of the clause Verb – the action or process Object – the secondary participant something affected by the process (verb) Clause is a part of a sentence	The teacher gave out the homework.
Compound sentence	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction	The teacher gave out the homework, not all students completed their homework on time.
Complex sentence	A sentence with one independent clause and at least one dependent clause.	The teacher gave out the homework, but not until the end of the lesson.
Fragment sentence	An incomplete sentence, often used to express an incomplete thought. Useful for creating setting and character.	Ray of light. Screams echoed.
Main clause	A clause that makes sense on its own.	His reflection log was completed.
Subordinate clause	A clause that adds extra information and cannot stand alone.	His reflection log was completed, even though he missed the first week of school.
Relative clause	A type of subordinate clause that is started by a pronoun.	The teacher, who gave out the books, then taught the class.

Metaphor

Metaphor is an expression, often found in Literature and everyday speech, that describes a person, or object (**tenor**) by referring to something that is considered to have similar characteristics to that person, or object (**vehicle**): Examples The **mind** is an **ocean**. The **city** is a **jungle**. Each metaphor has a **tenor** (**object or person being described**), **vehicle** (**object with similar characteristics**) and **ground** (**the relationship between them both**)

Figurative Language

Simile	The use of) an expression comparing one thing with another, always including the words "as" or "like": <i>"She walks in beauty, like the night..."</i>
Personification	The act of giving a human quality or characteristics to something which is not human. Examples: The sun kissed my cheeks. My heart danced.
Juxtaposition	The idea of placing two things together so we can see the contrast between them. "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness"
symbolism	The use of symbols to represent ideas, or the meaning of something as a symbol: Example: Teiresias symbolizes wisdom and the will of the gods.
motif	An idea that is used many times in a piece of writing or music: Chorus in Antigone could be a motif representing a messenger of death.
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. "Pilgrim's Progress is an allegory of the spiritual journey"

Year 7 English Unit 2 - Knowledge Organiser - Quiz

Sentence formation

Compound sentence, complex sentence, fragment sentence, main clause, subordinate clause, relative clause.

- Write your own definition for each sentence type and your own example.
- What components do you need for each sentence and when is a good reason to use each one?
- Write a paragraph to describe yourself. How many of the different sentences can you use? Label each one.
- Create your own character.

How does your character behave in different situations?

How do they move?

What is their backstory?

Describe how the move.

Describe how they feel in different settings. This could be: at a party, an interview, on their first day at school or work, waiting at the bus stop, being alone, being at a family wedding.



How would your character behave in these settings? How would they feel?



Metaphor

- Write your own metaphors and identify the tenor vehicle and ground.
- Change your metaphors into similes

Figurative Language

- Using the extract below can you identify the figurative language and sentence types we have been learning about? Examples could be: simile, personification, metaphor, juxtaposition, symbolism, motif, or allegory.
- Using the extract below how has the writer used different sentence types and what is the effect of this? Simple, compound, complex, fragment.
- Find your own extract and write about the choices the writer has made and the effect.

Extract from *The Book Thief*

Amidst this war between Hitler and Stalin, would Mother still consider me talented, or criminal? The Soviets would kill me. But how would they torture me first? The Nazis would kill me, but only if they uncovered the plan. How long would it remain a secret? The questions propelled me forward, whipping through the cold forest, dodging branches. I clutched my side with one hand, my pistol with the other. The pain surged with each breath and step, releasing warm blood out of the angry wound.

The sound of the engines faded. I had been on the run for days and my mind felt as weak as my legs. The hunter preyed on the fatigued and weary. I had to rest. The pain slowed me to a jog and finally a walk. Through the dense trees in the forest I spied branches hiding an old potato cellar. I jumped in.

Bang.

Knowledge Organiser

Year 7: Energy

KEY VOCAB

Energy stores

Kinetic energy	<i>Energy stored by a moving object</i>	Energy stores	<i>Kinetic, chemical, internal (thermal), gravitational potential, elastic potential, magnetic, electrostatic, nuclear</i>	Energy is gained or lost from the object or device.
Elastic Potential energy	<i>Energy stored in a stretched spring, elastic band</i>	Ways to transfer energy	<i>Light, sound, electricity, thermal, kinetic are ways to transfer from one store to another store of energy.</i>	EG: electrical energy transfers chemical energy into thermal energy to heat water up.
Gravitational Potential energy	<i>Energy gained by an object raised above the ground</i>	Mechanical	<i>Force acts upon an object</i>	
		Electrical	<i>Electric current flow</i>	
		Heat	<i>Temperature difference between objects</i>	
		Radiation	<i>Electromagnetic waves or sound</i>	

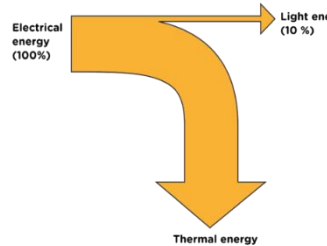
Work

Doing work transfers energy from one store to another

Power

The rate of energy transfer

Energy Transfers

Principle of conservation of energy	<i>The amount of energy always stays the same.</i>	Energy cannot be created or destroyed, only changed from one store to another.	
Useful energy	<i>Energy transferred and used</i>		
Wasted energy	<i>Dissipated energy, stored less usefully</i>		

Efficiency

How much energy is usefully transferred



Ways to reduce 'wasted' energy

Energy transferred usefully

Insulation, streamline design, lubrication of moving parts.



Science Knowledge Organiser – Energy 1

Self Quizzing Questions

1. What is kinetic energy?
2. What is elastic potential energy?
3. What is gravitational potential energy?
4. List the 8 energy stores.
1. State the law of conservation of energy.
2. Can energy ever be created or destroyed?
3. Describe what is meant by *useful* energy.
4. Describe what is meant by *wasted* energy.
5. What is *Efficiency*?

1. Give 3 ways to reduce wasted energy transfers
2. Where is most energy lost from in a house?
1. Define what is meant by work.
2. Define what is meant by power.

Further Opportunities

Work through the oak academy lessons

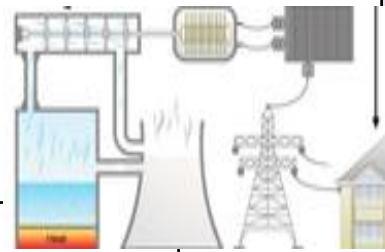
<https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-1-68tkee>

<https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-2-cgw66c>

Force, F – in Newtons, N; Pressure, P – in N/m²; Area, A – in m²; Density, D – in kg/m³; Volume, V – in m³; mass, m – in kilograms, kg

Potential difference (Voltage), V – in Volts, V; Current, I – in Amps, A; Resistance, R – in Ohms, Ω

Transport	<i>Petrol, diesel, kerosene produced from oil</i>
Heating	<i>Gas and electricity</i>
Electricity	<i>Most generated by fossil fuels</i>



Non-renewable	<i>These will run out.</i>
Renewable	<i>These will never run out.</i>

Energy, E – in Joules, J; Wavelength – in m; Power, P – in Watts, W; distance, d – in metres, m

Resource	<i>How it works</i>	Positive	Negative
Fossil Fuels (coal, oil and gas)	<i>Burnt to release thermal energy used to turn water into steam to turn turbines</i>	Provides most of the UK energy. Large reserves. Cheap to extract. Used in transport, heating and making electricity. Easy to transport.	Non-renewable. Burning releases pollution. Some pollution causes acid rain. Carbon dioxide released contributes to global warming. Serious environmental damage if oil spilt.
Nuclear	<i>Nuclear fission process</i>	No greenhouse gases produced. Lots of energy produced from small amounts of fuel.	Non-renewable. Dangers of radioactive materials. Nuclear sites need high levels of security. Start up costs and decommission costs very expensive. Toxic waste needs careful storing.
Biofuel	<i>Plant matter burnt to release thermal energy</i>	Renewable. As plants grow, they remove carbon dioxide. They are 'carbon neutral'.	Large areas of land needed to grow fuel crops. Habitats destroyed and food not grown. Emits pollution when burned.
Tides	<i>Every day tides rise and fall, so generation of electricity can be predicted</i>	Renewable. Predictable. No greenhouse gases produced.	Expensive to set up. A dam like structure is built across an estuary, altering habitats and causing problems for ships and boats.
Waves	<i>Up and down motion turns turbines</i>	Renewable. No waste products.	Can be unreliable depends on wave output as large waves can stop the pistons working.
Hydroelectric	<i>Falling water spins a turbine</i>	Renewable. No waste products.	Habitats destroyed when dam is built.
Wind	<i>Movement causes turbine to spin which turns a generator</i>	Renewable. No waste products.	Unreliable – wind varies. Visual and noise pollution. Dangerous to migrating birds.
Solar	<i>Sunlight captured in photovoltaic cells</i>	Renewable. No waste products.	Making and installing solar panels expensive. Unreliable due to light intensity.
Geothermal	<i>Hot rocks under the ground heats water to produce steam to turn turbine</i>	Renewable. Clean. No greenhouse gases produced.	Limited to a small number of countries. Geothermal power stations can cause earthquake tremors.

Frequency, f – in Hertz, Hz; time, t – in seconds, s (to convert from minutes just x by 60); speed or velocity, s or v, in metres per second, m/s



Science Knowledge Organiser – Energy 2

Self Quizzing Questions

1. List 3 things energy is used for.
2. State the way most of our electricity is generated in the UK.
3. List 9 different energy resources.
4. Label each resource as *renewable* or *non-renewable*.
5. What do Fossil fuel, Nuclear, Biofuel and Geothermal energy have in common?
6. What do Wave, Tidal and Hydroelectric power have in common?
7. How is Solar different to every other resource?
8. List 2 positives and 2 negatives of Fossil fuel power
9. List 2 positives and 2 negatives of Nuclear power
12. What is a renewable resource?
13. What about non-renewable?
14. How are the tides used to generate electricity?
15. How is wind used?
16. What about Geothermal; where does the energy come from?
17. Which resource has the most negatives?
18. Are all the negatives a big deal? Explain.
19. Which resource is the best in your opinion?
20. Give at least 3 reasons why you think this.

EBACC

Prior Knowledge

Les pronoms

Je/J'	I
Tu	you (sing)
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 are
Ils sont	They are
Elles sont	They are
C'est	It is
Il y a	There is

to be

I am
You are
He is
She is
We are
We are
You are
They are
They are
It is
There is

Conjugating 'er' verbs

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

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

parce que	because	Pourquoi?	Why?
car	because		
C'est	it is		
Ils sont	they are		

- turn a statement into a question, by making your voice go up at the end of the sentence
Tu aimes le français. – You like French.

Tu aimes le français? – Do you like French?

- use **Est-ce que ... ?** and make your voice go up at the end.

Est-ce que tu aimes le français? – Do you like French?



Quelle heure est-il?

What time is it?

Il est.....heures	It iso clock
Il est...heures cinq	It is five past...
Il est...heures moins cinq.	It is five to...
Il est...heures et quart	It is quarter past...
Il est..heures moins le quart	It is quarter to...
Il est...heures et demie	It is half past...
Il est midi/minuit	It is midday/midnight
Le collège commence à...	School starts at...
Le collège finit à ...	School finishes at...

Justifying (giving a reason for)

To aim higher, you need to be able to say why you do or don't like certain things. To do this you need an opinion phrase (J'aime) a connective (parce que) it is (c'est) and an adjective.
e.g. J'aime la musique parce que c'est intéressant.

Include two connectives and two intensifiers to extend your sentences:

- connectives: **et, mais, aussi, parce que**
- intensifiers: **très, trop, assez, un peu**



Some 'er' verbs to talk about school are;

regarder = to watch
étudier = to study
commencer = to begin
manger = to eat
bavarder = to chat
rigoler = to have a laugh

Aimer - to like, can be used with other verbs in the infinitive to describe what we like to do.
e.g. J'aime danser - I like to dance
J'aime manger - like to eat

Turn the statements below into a question then translate them into English. Practise saying each sentence with the correct tone of voice.

- | | |
|------------------------------|------------------------------|
| 1. Tu aimes les chats. | 6. Vous adorez le sport. |
| 2. Tu adores la musique. | 7. Vous aimez la géographie. |
| 3. Tu préfères les maths | 8. Vous détestez l'histoire. |
| 4. Tu détestes les sciences. | 9. Vous préférez le dessin. |
| 5. Tu es français. | 10. Tu fais les devoirs. |

Write a paragraph about your school subjects. Make sure that you include:

- The subjects you like
- The subjects that you don't like.
- Your favourite subject.
- The reasons for your opinions.

Rewrite each sentence conjugating each 'er' verb correctly (adding the correct ending for each pronoun). Can you translate the sentences into English?

1. Je regarder un film en classe.
2. Tu étudier les maths et les sciences.
3. On commencer à neuf heures.
4. Nous manger à la cantine.
5. Vous bavarder avec vos copains.
6. Ils rigoler avec le professeur.

Qu'est-ce qu'il y a dans la photo? Écris 4 phrases en français.
What is in the photograph? Write 4 sentences about his opinions **in French**.

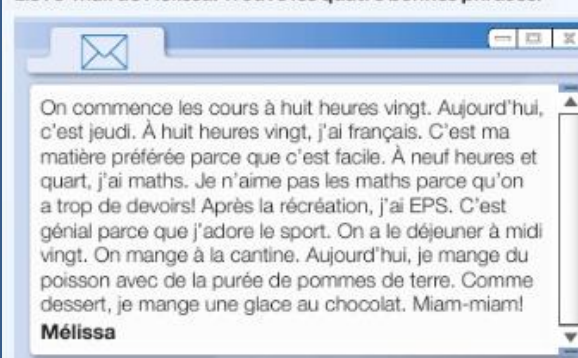


Use 'aimer + infinitive' to translate the following sentences into French.

1. I like to eat pizza.
2. I like to watch a film.
3. I like to chat with my friend.
4. I like to study geography.
5. I like to start at nine o'clock.

Now make up some sentences of your own.

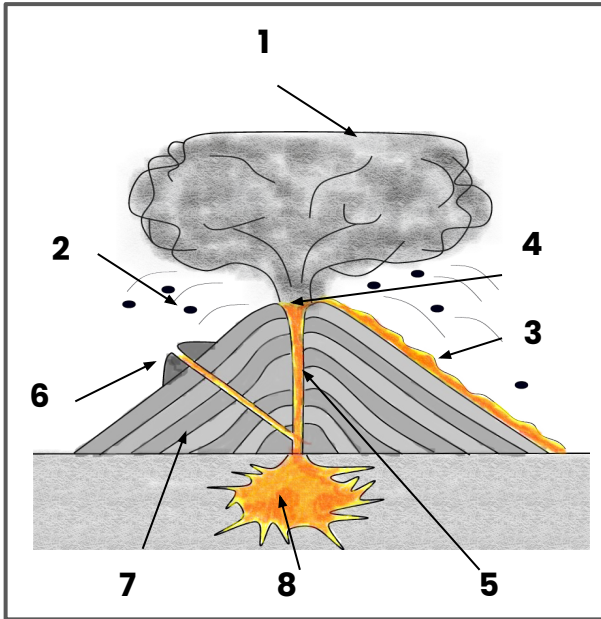
Lis l'e-mail de Mélissa. Trouve les quatre bonnes phrases.



Read Melissa's e-mail. Find the four sentences that are **true**.

1. Lessons start at 8.00.
2. On Thursday at 8.20 she has French.
3. She likes French.
4. She also likes Maths.
5. Lunch is at 12.20.
6. She eats fish in the cantine.
7. For dessert, she eats chocolate mousse.
8. What other subject does she love at school?

1 - Structure of a volcano



1. Ash and gas cloud
2. Volcanic bombs
3. Lava
4. Crater
5. Vent
6. Secondary cone
7. Layers of ash and lava
8. Magma chamber

2 - Features of a volcanic eruption

Case study of the features of the eruption of Mt. St. Helens:

18th May 1980, Washington state USA

Explosion

Energy of 500 atomic bombs

Triggered an earthquake

The north face of the mountain collapsed

Trees were blown over like matchsticks

Pyroclastic flow

Triggered by explosion

Cloud of hot ash, pumice and gas travelled at high speed

Mudflows

Intense heat melted the snow

Motorists were killed

Bridges were snapped in two

Homes were swept away

Ash cloud

Rose upwards 15 miles in 15 minutes

Hot ash landing on forests triggered devastating fires

Roads and airports were forced to close

3 - Reducing impacts of eruptions

A number of steps can be taken to reduce the impacts of volcanic eruptions:



Monitoring

Regularly taking measurements of heat, gases, changes in shape and earthquakes.



Prediction

Analysing collated data to estimate when a volcano will erupt.



Protection

Strengthening buildings, installing warning systems and building defense walls to prevent damage to life and infrastructure.



Planning

Residents, media and government developing action plans to know what to do if an eruption happens.

Stockpiling food, water and blankets nearby to be used in the event of an eruption to help those made homeless.

4 - Key terms

Volcano

An opening in the Earth's crust through which magma escapes

Infrastructure

The built environment

Lava

Molten rock at the surface

Volcanologist

A person who studies volcanoes

Seismometer

A machine which detects earthquakes





1 – Structure of a volcano

1. Draw a diagram to show the structure of a volcano.
2. What is the opening at the top of a volcano called?
3. What is the area where molten rock is stored?
4. What is a small cone on the side of the main cone called?
5. What is the tube called through which the magma travels to the crater?
6. What are large rocks thrown into the air by an eruption called?
7. What is the large cloud above an erupting volcano called?
8. What are the layers of the cone made of?
9. What is the molten material flowing down the side of the volcano called?

2 – Features of a volcanic eruption

1. What is the name of the volcano?
2. When did it erupt?
3. What were the four main features of the eruption?
4. How powerful was the explosion?
5. What caused the explosion?
6. What happened because of the explosion?
7. What is a pyroclastic flow?
8. What triggered the pyroclastic flow?
9. What caused the mudflows?
10. What were the impacts of the mudflows?
11. How high did the ash cloud reach?
12. How did the ash cloud cause fires?
13. What had to close because of a thick layer of ash covering the ground?

3 – Reducing impacts of eruptions

1. What four steps can be taken to reduce the impact of volcanic eruptions?
2. What is done to monitor a volcano?
3. What is done to be able to predict an eruption?
4. What actions can be taken to protect people and infrastructure from volcanic eruptions?
5. Why are defense walls built?
6. Which three groups are involved in creating action plans?
7. What do action plans allow people to be able to do?
8. What resources should be stockpiled?
9. When should stockpiled resources be used?
10. Who should stockpiled resources be used to help?

4 – Key terms

- | | | |
|---|-----------------------------|---------------------------|
| 1. What is a volcano? | 3. What is infrastructure? | 5. What is lava? |
| 2. What escapes through a volcano during an eruption? | 4. What is a volcanologist? | 6. What is a seismometer? |

RE Knowledge Organiser

Hinduism

Hindu key beliefs

One of the key beliefs in Hinduism is the idea of Samsara, the cycle of birth, death and rebirth (reincarnation). We have a soul (atman) which is born again and again into many lifetimes on its spiritual journey. The journey only stops when the individual discovers their true nature or identity, as a part of Brahman, This point is called Moksha - liberation or freedom from rebirth, and reunion with Brahman.

Hindus also believe in Karma, which is that all actions in life have consequences. People have choices in life which create good or bad Karma. The soul moves on carrying the Karma with it from one body to the next.

Holy scriptures

Sruti (or Shruti) are scriptures that were 'heard and seen'. Many Hindus believe that wise and holy men (sages) received the words of the Sruti directly from Brahman. They were transmitted orally and later written down and unchanged. They are books of authority, offering spiritual knowledge. The Sruti contains the oldest Hindu sacred texts, the Vedas. The Upanishads are part of the Vedas and contains the central ideas and beliefs of Hinduism. Smriti are scriptures that were 'remembered' - they are what people were *told* about God. They were remembered and written down by people. Great stories to give religious teachings include the Ramayana, the Puranas, the Mahabharata and the Laws of Manu. These stories help Hindus understand the Sruti better.

Hindu Deities

Hinduism is a Polytheistic religion, meaning it has multiple Deities. There is some focus on there being one God - Brahman - the One Ultimate Reality. To help them understand God, many Hindus break down Brahman into the Trimurti. These are the three images of God:

- Brahma - the creator - God creates everything.
- Vishnu - the preserver - God supports everything in life.
- Shiva - the destroyer - God takes life.

These images show the creator, preserver and destroyer aspect of God.

Many Hindus focus on aspects of the personality of Brahman; made into individual characters called Deities. For example, Saraswati is the deity of all learning. Each deity represents one or more characteristics or qualities of God. Each quality can be represented in an image or statue called a Murti.

Hindus believe that the whole of God cannot be understood.

Stages of life

Ancient Hindu texts describe a person's life as being split into four stages or Ashramas. The first is called brahmacharya (celibacy) - the student stage. Next comes grihastha - the householder stage, when a person is married and has a duty to their family. Then, vanaprastha - the retirement age. Finally, there is Sannyasa (renunciate) - a person gives up their possessions and turns their back on the material world, so they can give full attention to achieving Moksha. Traditionally, this would mean a person would cut ties with everything and have no earthly fears, hopes, duties or responsibilities. They may even be a wandering ascetic, living alone and living off the land. This is more commonly found in Shaivist Hinduism.

Hindu worship

Hindus worship at a temple. Temples are open all day, every day. Many temples employ Brahmin priests, who are available all the time to worshippers. All temples have priests, Brahmin or otherwise.

Puja means ceremonial worship of a deity via a murti. so it follows a set form. In different parts of India you can see varied forms of Puja, which are often influenced by the culture of the area. In the temple, at the main shrine, the deity image will be washed and dressed by the priests - often with flower garlands. Water, food and flower offerings are made, while prayers and mantras are chanted. Darshan is a act of personal worship to a particular deity. The worshipper stands before the deity and bows their head, holding their hands together. Many Hindus go to a temple everyday, however, for others this may not be possible. Therefore, some people may have a shrine to a deity at home, so that every day can start with an act of worship. A home shrine may be in a special room in the house or simply in the corner of a room. Shrines can be ornate or very simple and both rich and poor have them so that anyone can pray.



A Hindu home shrine.

KEY VOCABULARY/TERMS

Trimurti, Brahman, Vishnu, Shiva, Brahma, Deities, Murti, Temple, Samsara, Reincarnation, Karma, Moksha, Smriti, Sruti (Shruti), Vedas, Brahmacharya, Grihastha, Vanaprastha, Sannyasa, Darshan, Puja, Shrine

RE Knowledge Organiser

Hinduism

Quiz questions

What are the two key holy scriptures in Hinduism?

What is Darshan?

Where do Hindu's worship?

What are the four stages of life?

What is Samsara?

What does Sannyasa mean?

Why might someone have a shrine in their house?

Which part of the Vedas contains the key Hindu beliefs?

Who is the One Ultimate Reality?

Which holy scripture was 'remembered'?

Name two places you may find a shrine.

What is Moksha?

Who makes up the Trimurti?

Why might someone say Puja?

Which holy scripture was 'heard and seen'?

What does each deity represent?

What is the definition of Karma?

Give an example of a deity that might be worshipped in Hinduism

History Knowledge Organiser

Year 7 - Life and death in the Middle Ages

Key people

Thomas Becket



Archbishop of Canterbury who fell out with the King Henry II. He was killed by 4 knights after Henry ranted 'Who will rid me of this troublesome priest?' He was killed in Canterbury cathedral in 1170.

King John



The unpopular King who was forced to sign the Magna Carta in 1215.

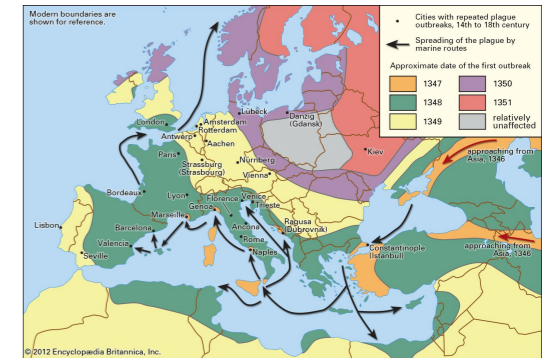
Martin Luther



A German monk who wrote the 95 theses in 1517. This was a list of complaints about the Catholic church. His work was the beginning of the Protestant church and began the Reformation of religion in Europe.

Death in the Middle Ages - The Black Death

In 1348 the Black Death reached England. It had spread from the far east and killed between $\frac{1}{3}$ and $\frac{1}{2}$ of the world's population. It was spread by the trade routes as well as people running away. There were two types Bubonic and Pneumonic. Bubonic was a summer disease, lasted 5 days and killed around 50% of the people who got it. Pneumonic was a winter disease and killed 80% of people. The people did not know what caused the illness and their treatments included whipping themselves (flagellants), prayer and putting a chicken's bottom on the buboes.



The Magna Carta

The unpopular King John had angered the English barons. On 15th June 1215 he was forced to sign The Magna Carta (Great Charter). This was a set of laws the King had to follow which gave rights to the people. It was the basis of our legal system today.

Religion

For most of the Middle Ages the Catholic Church was the most powerful organisation in Europe. The head of the church was the Pope, the most powerful man on earth. People believed in heaven and hell. Everyone went to church where they were taught about sins and good deeds.

The Renaissance

The period from the 14th to the 17th century when the ideas of the ancient Greeks and Romans were reborn. People began to question the world and with the invention of the printing press these ideas spread.

KEY VOCABULARY/TERMS

Archbishop, cathedral, Catholic, King, Pope, Magna Carta, Protestant, Reformation, religion, Black Death, Bubonic Plague, Pneumonic Plague, flagellants, buboes, Greeks, Romans, sins, printing press, laws, latin.

History Knowledge Organiser

Year 7 - Life and death in the Middle Ages

Quiz questions

1	What happened in 1170?	
2	What happened in 1215?	
3	What happened in 1348?	
4	What happened in 1517?	
5	What role in the church did Thomas Becket have?	
6	What monarch did Thomas Becket fall out with?	
7	Who killed Becket?	
8	Which monarch was forced to sign the Magna Carta?	
9	What was the Magna Carta?	
10	Which organisation was the most powerful on earth?	
11	Where did people believe they would go when they died?	
12	Which person was the most powerful on earth?	
13	Who questioned the catholic church and began the Protestant Church?	
14	Whose ideas were reborn during the Renaissance?	
15	Which invention helped spread ideas during the Renaissance?	
16	What were the two types of plague?	
17	How many people died as a result of the Black Death?	
18	What treatments did people use to try to survive the plague?	

KS3 Computer Science

7.2 Using Media

Copyright is a law that stops you from using other people's work without their permission. An original piece of work is covered by copyright. It could be a piece of music, a play, a novel, photos or a piece of software. It is against the law to copy and distribute copyrighted material without the copyright owner's permission.



Copyright facts

- Copyright is automatic and there is no need to register for it.
- The symbol © indicates copyright but a piece of work is still covered without it.
- Copyright does not last forever and will expire after a certain period of time.
- It is illegal to share copyrighted material on the internet without the copyright owner's permission.

Creative Commons licences refine copyright. They allow the copyright owner to say exactly what other people can and can't do with or to their work.

They help copyright owners share their work while keeping the copyright. For example, a Creative Commons licence might say that other people can copy and distribute the copyright owner's work, if they give them credit. Licenses can be combined.

License	Symbol	Description
Attribution		It can be copied, modified, distributed, displayed and performed but the copyright owner must be given credit.
Non-profit		It can be copied, modified, distributed and displayed but no profit must be made from it.
No derivatives		It can be copied, distributed, displayed and performed but cannot be modified.
Share-alike		It can be modified and distributed but must be covered by an identical license.

Citation

Definition: A word or piece of writing taken from a written work
Word used in a sentence: All citations are taken from the 2007 edition of the text.

Paraphrase

Definition: A paraphrase of something is the same thing written or spoken using different words, often in a simpler and shorter form that makes the original meaning clearer.
Word used in a sentence: She gave us a quick paraphrase of what had been said

Plagiarism

Definition: The process or practice of using another person's ideas or work and pretending that it is your own.
Word used in a sentence: She's been accused of plagiarism.



Cite Text Evidence

SUPPORT YOUR ANSWER USING A QUOTE FROM THE TEXT

EXAMPLES:

- According to the text...
- The author stated...
- Based on the text...
- The text mentioned that...
- In the second paragraph, it stated that...
- On page ____, the text stated...
- An example from the text is...

Refine: to improve an idea, method or system by making small changes.

A credible or reliable source is one where you can trust the information that the source provides. Misinformation and disinformation is often mistaken for a credible source, used and shared.



Explore more about fake news and fact checking before sharing online with BBC Bitesize.

Misinformation is fake news that is created and spread by a MISTake - by someone who doesn't realise that it's false.



Watch this YouTube video to compare the consequences of checking and not checking sources of information.

The main thing to remember here is that misinformation isn't deliberate - it's not created intentionally to deceive other people. It's when real events, facts or news have been taken out of context without realising, or accidentally giving someone the wrong information.

On the other hand, disinformation is fake news that is created and spread deliberately - by someone who knows full well that it's false. So disinformation is when people deliberately spread or create fake news to cause trouble, which could involve DISSING someone or something.

It's important to practice critical thinking and fact-check information you come across. Question what you see online, double-check sources and use reliable and trustworthy outlets before sharing.

C Currency: The timeliness of the info

R Relevance: How the info fits your needs

A Authority: The source of the info

A Accuracy: Reliability and correctness of the info

P Purpose: The reason the info exists

KS3 Computer Science- 7.2 Using Media

What I need to know:

Essential Knowledge Quiz:

What is copyright?

Under the Copyright law; what is it illegal to do?

What do Creative Commons licenses do to the copyright law?

What does the word refine mean?

What are the 4 creative commons licenses?

What does the attribution license specify?

What does the non-profit license specify?

What does the no-derivative license specify?

What does the share-alike license specify?

What does the word citation mean?

What does the word paraphrase mean?

What does the word plagiarism mean?

What must someone do when they are using sources of information / images off the internet in their own work?

What is a credible source?

Why is it important to use credible sources?

What is misinformation?

What is disinformation?

The CRAAP test is used to check the credibility of sources. What does CRAAP stand for?



STRETCH AND CHALLENGE:

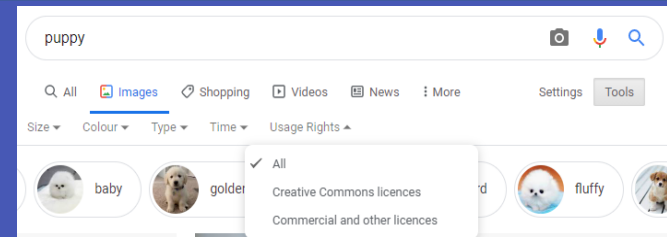
Revise Copyright and Creative Commons licensing and take the Quiz on BBC Bitesize

STRETCH AND CHALLENGE:

Revise 'How to cite sources in an essay' and take the quiz on BBC Bitesize.



Which image would you choose to advertise a family-friendly hotel in Spain and why?



Explain the steps to be taken to choosing an image which can be used legally.

Key Words Per Lesson:

Copyright, license, appropriate, creative-commons, refine, non-commercial, infringement, distributed.

Credible, reliable, misinformation, disinformation, fake-news, current, relevant, accurate, source.

Theft, original, plagiarism, cite, citation, references, paraphrase

INNOVATION

Methods of production

One off production -one product is made often a prototype.

Batch production -A small quantity of the product is made two or more up to one hundred.

Examples: Prototypes, Hand crafted items, sculptural bespoke items

Mass production - A large number of the product is made on a production line. Many hundreds of the product could be made. This is often called repetitive flow production.

Examples : clothing, bicycles, furniture, electrical products.

Continuous production - Many thousands of the product are made. The difference between this and mass manufacturing is that continuous production is on 24 hours a day.

Examples : Cars, oil/petrol products, bricks, many food products.

Just in time production - The arrival of parts at just the exact time that they are required in the factory.

Examples : Products that are specially ordered

Environmental issues

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



The recycling symbol is often found on products and their packaging. This means the product is environmentally friendly. The symbol is below. Many materials can be recycled and it is much cheaper and more environmentally friendly to re-use the products with the least amount of processing. Milk bottles and beer bottles are good examples of products that are re-used. But plastic milk cartons and plastic drinks bottles are not re-used. One way we can reuse more effectively is to create standard parts. If all jars were the same we could refill them with a different product.

KEY VOCABULARY

**Production, Manufacture,
Environmental, Recycle, Reuse**

ASSESSMENT CRITERIA

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

Technical ability – How you have used your mechanical skills accurately and experimented with the function of your final design.

What are the 6 R's

-
-
-
-
-
-

Name three products that can be recycled?

-
-
-

What parts of an iPhone can be recycled?

-

What parts of an iPhone can be reused?

-

What parts need to be thrown away?

-

What is the most common plastic material used for drinks bottles?

-

What are the names of the environmental symbols (write the name below the symbol)



Key vocabulary

What does production mean?

.....
.....

What does manufacture mean?

.....
.....

ARTIST – EGYPTIAN ART

General information

Ancient Egyptian art refers to paintings, sculptures, architecture and other arts produced by the civilization of ancient Egypt. Ancient Egyptian art reached a high level in painting and sculpture and was both highly stylized and symbolic. Egyptian art is famous for its distinctive portrayal of the figure, with parted legs (where not seated) and head shown as seen from the side, but the torso seen as from the front.

Hieroglyphs

Egyptian hieroglyphs were the formal writing system used in Ancient Egypt. They used stylized pictures of objects to represent a word, syllable, or sound.

KEY VOCABULARY

Hieroglyphics – The Egyptian method of writing using pictures.

Icon - A person or thing regarded as a representative symbol or as worthy of worship.

Portrait View - Viewing something or someone from the front.

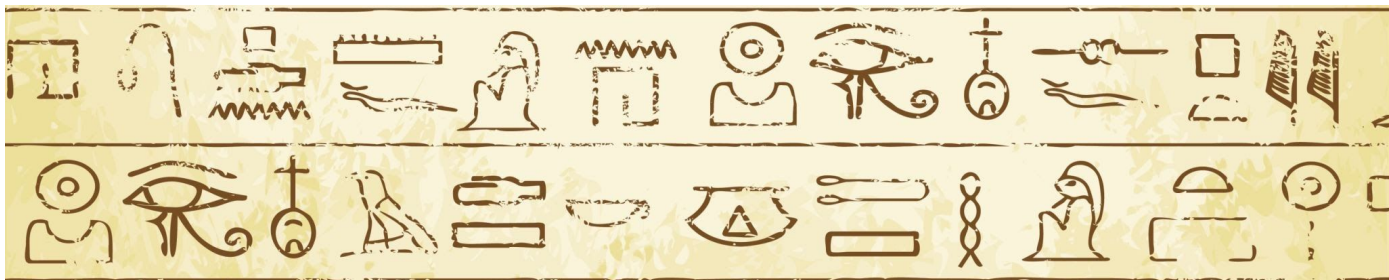
Profile View - Viewing someone or something from the side.

Dead Language - No one speaks it anymore



Please write out the questions and answer them in full sentences in your reflection logs.

1. What do you like about Egyptian Art? - Be specific in your answer.
2. How long ago did the Ancient Egyptians live?
3. What does it mean to look at someone from a profile view?
4. Please draw a human eye from both a portrait and profile view.
5. What was so famous about how the Egyptians drew their figures?
6. How do we know what Ancient Egyptian Hieroglyphs were a dead language?
7. What do you like about Egyptian Art?
8. What do you NOT like about Egyptian Art? - Be specific with your answer.
9. Please design some ancient Egyptian hieroglyphs for the letters in your name.



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.

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.

Food 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.

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'.

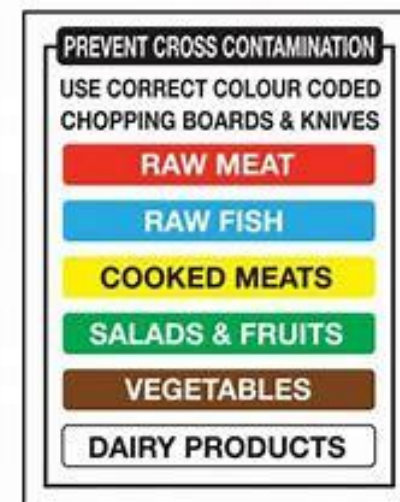
Reducing the temperature below 5°C slows the reproduction of micro – organisms

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.



KEY VOCABULARY/TERMS

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

Clean hands. Hair tied back. Wear an apron. Wear blue plasters. Don't cough/sneeze over food. Use the bridge and claw methods for cutting/chopping.

Year 7 Food Knowledge Organiser

Use the information to answer the questions in your reflection log. Use full sentences.

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?

Design task: Produce a poster to show safety and / or hygiene rules for the food classroom



Protective apron must be worn



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.



© Food - a fact of life 2007



KEY VOCABULARY/ TERMS

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

Cross contamination	Bacteria	Hygiene	Hygienic
Chilling	Danger zone	Micro organism	Cleanliness

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.

Safety in the textiles room.

- Tie back long hair
- Keep bags out of the way
- Carry scissors correctly
- One person on a sewing machine
- Keep room and workspace tidy
- Tuck in ties



© Can Stock Photo



KEY VOCABULARY/TERMS

Equipment, design task/brief, mood board, felt, embroidery thread, stitch, fibre, fabric, task analysis, design ideas, design solution, annotate, evaluate.



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		

Safety in the textiles room.

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



KEY VOCABULARY/ TERMS

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

Equipment	Design task/brief	Mood board	Felt
Embroidery	Thread	Stitch	Fibre
Fabric	Task analysis	Design ideas	Design solution
Annotate	Evaluate	Scissors	Research

KS3 | BADMINTON BASIC RULES & SKILLS



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

Basic Rules



Objective of badminton

Badminton is a recreational and competitive game played in singles (two opposing players) and doubles (two opposing pairs) formats. The aim of the game is to win points by hitting a shuttlecock across the net and into your opponent's court forcing your opponent to make an error and be unable to return the shuttlecock back.

Scoring

In badminton, points are scored regardless of who is serving. Players must serve the shuttlecock over the net so that it lands on the correct side of the opponent's court. Once the serve has crossed the net (without hitting the net), the opposition must select the most appropriate shot to return the shuttlecock. To win a point, an individual must play a shot that allows the shuttlecock to either hit the floor of their opponent's court or force their opposition to either not return the shuttlecock or land it out of bounds.

Serving

At the start of the rally, the server and receiver stand in diagonally opposite service courts. A legal serve must be hit diagonally over the net and across the court. The rules do not allow second serves.

Open play

During a point a player can return the shuttlecock from inside and outside of the court. A player is not able to touch the net with any part of their body or racket. A player must not deliberately distract their opponent. A player is not able to hit the shuttlecock twice. A 'let' may be called by the referee if an unforeseen or accidental issue arises.

Lets

No one is sure whether the shuttle landed *in* or *out*. During the rally, a shuttle from another court was hit onto your court. The receiver wasn't ready for the serve, and asks for it to be played again.

Singles/Doubles



Singles vs Doubles play

There are many similarities and differences between singles and doubles.

Differences

Singles

- 2 players on the court
- Service (back lines)
- Open play (no side lines)

Doubles

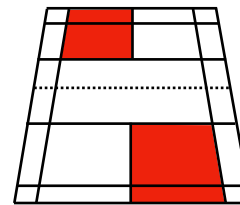
- 4 players on the court
- Service (back lines)
- Open play (all in)

Similarities

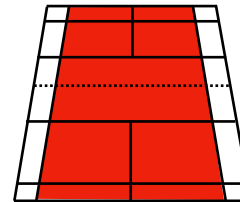
- Played to 21 points
- Equipment
- Behind the service line
- Hitting the shuttle once

Singles

During serve

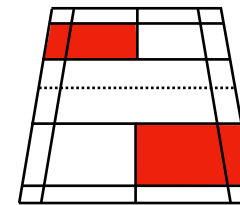


After serve

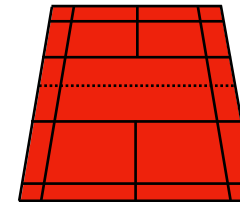


Doubles

During serve



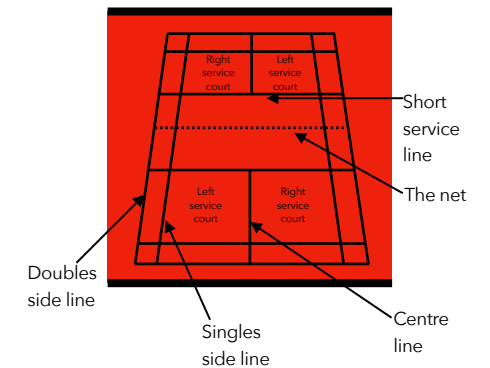
After serve



The court

The court markings

Here is a labelled image of the court markings:



Basic Skills

Basic grip and stance

The correct way of holding a racquet is as simple as a friendly handshake. Imagine the grip of the racquet as a hand approaching to shake your hand. Go ahead and hold the racquet as if you're shaking someone's hand. Use ONLY your thumb, index, and middle finger to control the racket.

The stance in badminton

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



The serve

The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.

How to perform the basic serve

- Feet in a comfortable L shape position
- 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.



The overhead clear

The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit and provide time for the player to return to their base position.

The forehand clear

- Feet in a comfortable L shape position
- 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.



HOMework | SUPPORT | UNDERSTANDING

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

Key Questions



1. What is the objective of the game of badminton?
2. Describe how the scoring system works in badminton.
3. What is a serve?
4. Explain the difference between singles serve and doubles serve.
5. Describe what is a rally?
6. Describe what a let is.
7. How do you hold the racket correctly?
8. What is the correct stance in badminton?
9. Describe the process for the serve.
10. What is the overhead clear?
11. Where should the overhead clear land?
12. Describe the similarities between singles and doubles.
13. Describe the differences between singles and doubles.
14. Describe the steps of how do you set up the court?
15. Why are umpires important in badminton?

Key Terms



Objective - *noun*

a thing aimed at or sought; a goal.

Scoring - *verb*

to make or cause to make a point or points in a game.

Rally - *noun*

A series of shots between opposing players, starting with a serve and ending when the point is won.

Let - *noun*

when a point has been interrupted in some way.

Stance - *noun*

the way in which someone stands, especially when deliberately adopted (as in cricket, golf, and other sports)

Overhead clear - *noun*

A defensive shot that allows a player time to recover by forcing their opponent to move and increasing the amount of time the birdie is in the air.

Youtube Links



The Rules of Badminton - EXPLAINED! - [Ninh Ly](https://youtu.be/UyLi-TbcFc)
<https://youtu.be/UyLi-TbcFc>

The Low Forehand Serve- [Sikana](https://www.youtube.com/watch?v=oQuVFhnYHtl)
<https://www.youtube.com/watch?v=oQuVFhnYHtl>

The Grip -
<https://www.youtube.com/watch?v=toQ7tOx7Tvs>

The Forehand Overhead Clear
<https://www.youtube.com/watch?v=S2brZPqx288>

Badminton Court Set Up
<https://www.youtube.com/watch?v=kyCCTpWXF4g>

Singles and Doubles Rules
<https://www.youtube.com/watch?v=yaeFQ8lxR9M>

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.



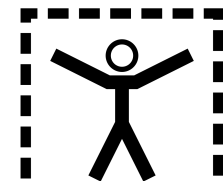
Shooting

- 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

Shooting | Football -
https://www.youtube.com/watch?v=Xp_5sW5KF3I

Passing | Football -
https://www.youtube.com/watch?v=Z2Es_o-Rmh8

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

KS3 | FITNESS - METHODS OF TRAINING



Big picture: To have a basic level of fitness that I apply in activities and competitive situations.

Methods of Training

Health and Fitness testing

A fitness test, also known as a fitness assessment, is comprised of a series of exercises that help evaluate your overall health and physical status.

Strength - Hand grip dynamometer



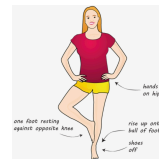
Cardiovascular endurance - Multi-stage fitness test



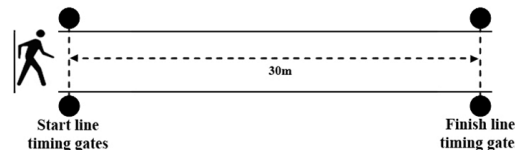
Coordination – Alternate hand wall toss test



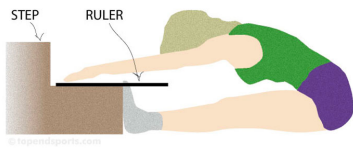
Balance - Standing stork test



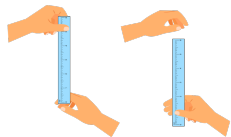
Speed - 30 metre sprint test



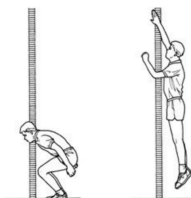
Flexibility - Sit and reach test



Reaction time - Ruler drop test



Power - Vertical jump test



Fartlek Training

Fartlek (Swedish for 'speed play') essentially, it's a form of unstructured speed work.

Interval Training

Interval training consists of a series of repeated rounds of exercise, ranging from several minutes to just a few seconds.

SAQ Training

SAQ training aids in the performance of any sport, but it is especially useful for those that are quick-paced and require fast movement.

Recording results

Results should be accurately recorded at the beginning and end of the programme in order to measure progress.

HOMework | SUPPORT | UNDERSTANDING

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

Key Questions

1. What are the components of fitness?
2. Why do we test these components of fitness?
3. What is your current level of fitness like?
4. How can you improve these scores?
5. What does progress look like?
6. What is fartlek training?
7. What are you changing in this type of training?
8. What is interval training?
9. What are the different types of training?
10. What are you improving in these types of training?
11. How can you improve your fitness as a team?
12. Why have you chosen this type of training?
13. How can you refine your training session to improve performance?

Key Terms

Fitness - the condition of being physically fit and healthy.

Component - a part or element of a larger whole.

Health - the state of being free from illness or injury.

Fartlek - the state of being free from illness or injury.

Interval - physical training consisting of alternating periods of high- and low-intensity activity.

SAQ - Speed/Agility/Quickness

Cardiovascular - relating to the heart and blood vessels.

Youtube Links

Strength - Hand grip dynamometer

Cardiovascular endurance - Multi-stage fitness test

Flexibility - Sit and reach test

Coordination – Alternate hand wall toss test

Balance - Standing stork test

Reaction time - Ruler drop test

Speed - 30 metre sprint test

Power - Vertical jump test

Fartlek Training

Interval Training

SAQ Training

KS3 | TAG RUGBY SKILLS

Big picture: To develop knowledge on basic rules in TAG rugby



Basic Rules



Overview

TAG rugby is an invasion game in which two teams play against each other. In tag rugby Players carry the ball using their hands. To score points the aim is to ground the ball in goal areas. This is called a try.

Dodging - move passed the opponents with the ball

Handling - 2 hands on the ball at all times

Scoring - A try is scored when the ball is placed over the try line with both hands pushing the ball down.

The pitch

A tag rugby pitch can be between 35 and 70 metre long depending on the format.

Passing in Rugby



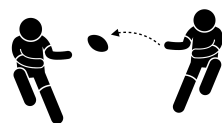
Passing

A player must pass the ball backwards or inline/straight.

Basic/Lateral Pass

The basic/lateral pass allows players to pass the ball over a range of distance.

Players must be accurate with a pass for it to be successful. They must aim for their teammates chest, who should have their hands in the ready position. The weight and height of the pass is also important. Here are some teaching points to a pass.

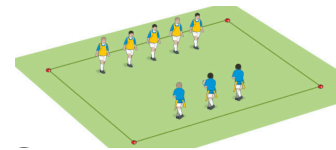


- Ball in both hands
- Swing the arms
- Flick fingers and wrists
- Point towards the target.

Defending Rules

Offside

When a TAG is made all defenders must get back in front of the ball. Players behind are offside. Defenders cannot block or intercept the first pass after a tag.



Attacking Rules

Forward Pass

An illegal pass in which the ball is passed forward through the hands to a teammate in front of them. The opposition will be given a free pass.



Attacking Rules/Skills

Tagging

To tag an opposing player with the ball:

1. Judge the speed and the direction of the opposition
2. Run alongside opponents
3. Remove tag from their tag waist and shout "TAG!" - Then pass back the tag to the player you have taken it from.

If you have been tagged you must:

- A. Pass the ball to a teammate within 3 steps or 3 seconds of being tagged.
- B. If you are within 1 meter of the try line you can step forward and score the try.
- C. You must collect your tag and replace it before carrying on playing.

HOMework | SUPPORT | UNDERSTANDING

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

Key Questions

1. What is the object of the game of tag rugby?
2. How can a try be scored by a player?
3. Draw a tag rugby pitch with the markings.
4. What are the rules with passing the ball?
5. Why is a lateral/basic pass important?
6. What are the teaching points of a basic/lateral pass?
7. What does offside mean?
8. What is a forward pass?
9. What does a forward pass result in?
10. What are the key rules when tagging a player?
11. What should you do once you have been tagged?

Key Terms

Objective - *noun*

a thing aimed at or sought; a goal.

Offside - *noun*

An act of gaining an advantage from being too far forward.

Goal line - *noun*

a line across a rugby field at or near its end, on which the goal is placed or which acts as the boundary beyond which a try or touchdown is scored.

Tag - *noun*

a label attached to someone or something for the purpose of identification or to give other information.

Lateral - *noun*

a pass thrown either sideways or back.

Depth - *noun*

the distance from the front to the back of something

Communication - *noun*

the imparting or exchanging of information by speaking, writing, or using some other medium.

Passing - *Adjective*

(in sport) the action of passing a ball to another team member.

Youtube Links

Improve your passing - Rugby Drills - [Teach PE](#)

<https://youtu.be/rjiR9tjs8Oo>

Basic Rugby Drills - Line drill - [Teach PE](#)

<https://youtu.be/UJ6qGIE-bUc>

Rugby Drills - Pass & Pop - [Teach PE](#)

<https://youtu.be/bai9GBSPia8>

Basic Rugby Drills - The Switch - [Teach PE](#)

<https://youtu.be/K7YbeVJebA4>

Basic Rugby Drills - The Single Loop Switch - [Teach PE](#)

https://youtu.be/wP0a_NrnDsM

Rugby Drill - Passing - Miss Pass - [Teach PE](#)

<https://youtu.be/alhlfoZfCo>

Basic Rugby Drills - Miss pass - Behind - [Teach PE](#)

<https://youtu.be/ltRohl8dE8A>

Basic Rugby Drills - Basic Miss Pass - Infront - [Teach PE](#)

<https://youtu.be/8H37iaJVJps>

Rugby Drills - Switch - Miss Loop - [Teach PE](#)

<https://youtu.be/O8z2C3BrXss>

TAG Rugby Explained

<https://www.youtube.com/watch?v=v7e8Y8g3sGY>

KEYFACTS

Copy the following into your book-

How many strings does a ukulele have?

What are the main features of this instruments shape?

Why does its shape help us to play the instrument?

What are the names of the strings?

What are the two main methods of playing the ukulele?

The Body of the Ukulele

Can you draw and label the parts of the ukulele?

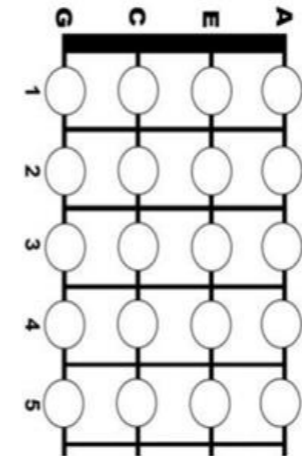
FUN FACTS

Can you find 5 interesting facts about the ukulele?

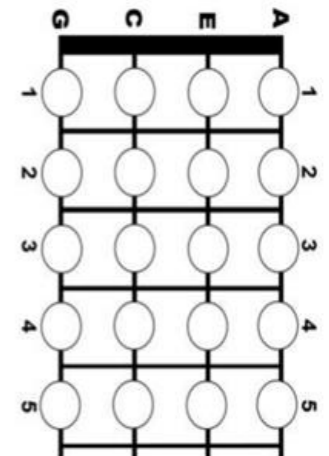
CHORDS

Can you shade in each of these ukulele chords?

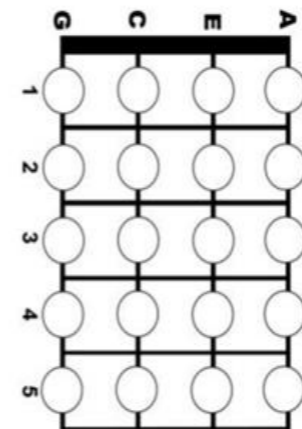
C major



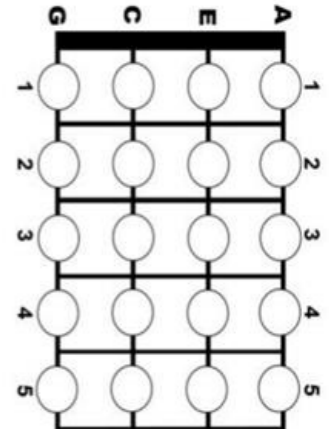
G major



F major



A minor



Listening Tasks

Find an example of a piece of ukulele music on youtube.

Who can youtube, is your favourite person to cover popular songs with a ukulele?

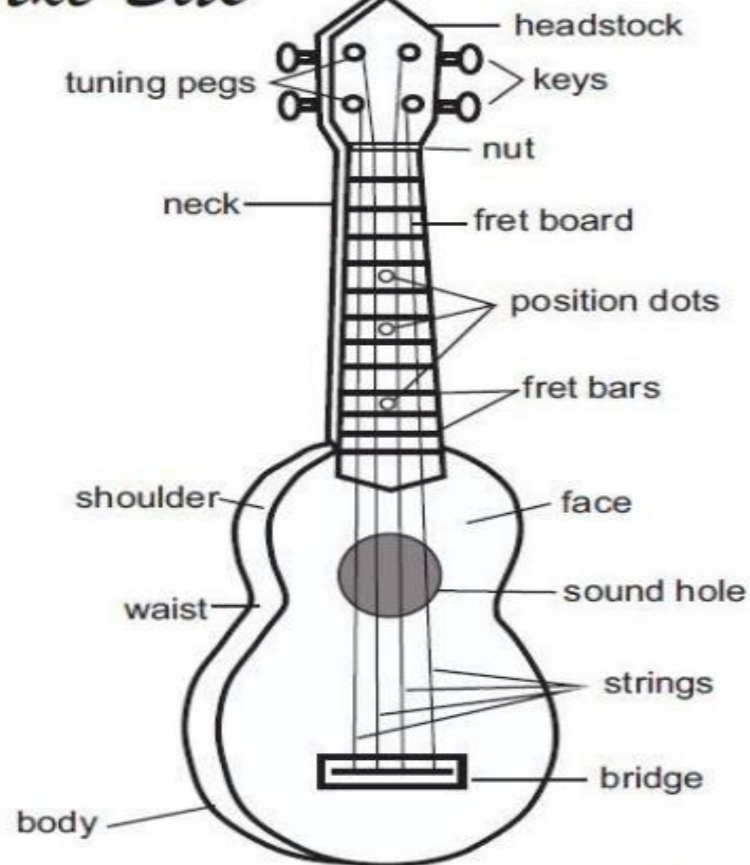
KEY VOCABULARY - INSTRUMENTATION

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

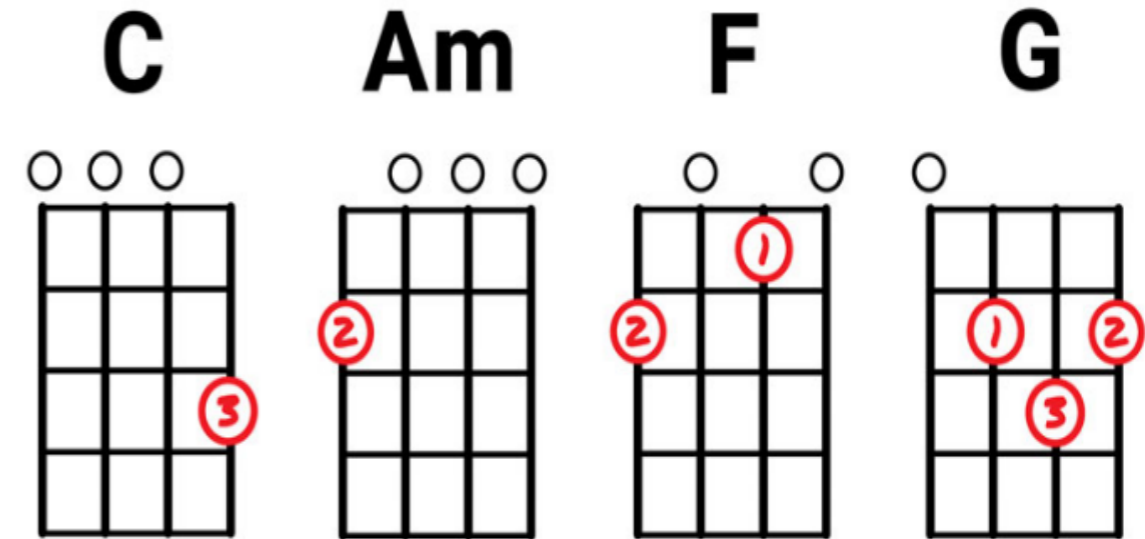
UKULELE INSTRUMENT STRINGS TUNING PEGS PICKING STRUMMING CHORD MAJOR MINOR FRET

INSTRUMENT

Uke Bits



SYMBOLS



FUN FACTS

1. The ukulele descended from an instrument called a *machete* brought to the islands by sailors visiting Hawaii from Portugal.

2. Early ukulele strings were made from cat or sheep gut. Most modern ukulele strings are now made of nylon, but you can still find gut strings at specialty shops.

3 The first man on the moon, Neil Armstrong loved to play the ukulele. In fact, after visiting the moon he spent several weeks in quarantine as scientists at the time feared he may have picked up strange bacteria while in space. He spent much of this time in quarantine strumming his uke.

STRINGS

