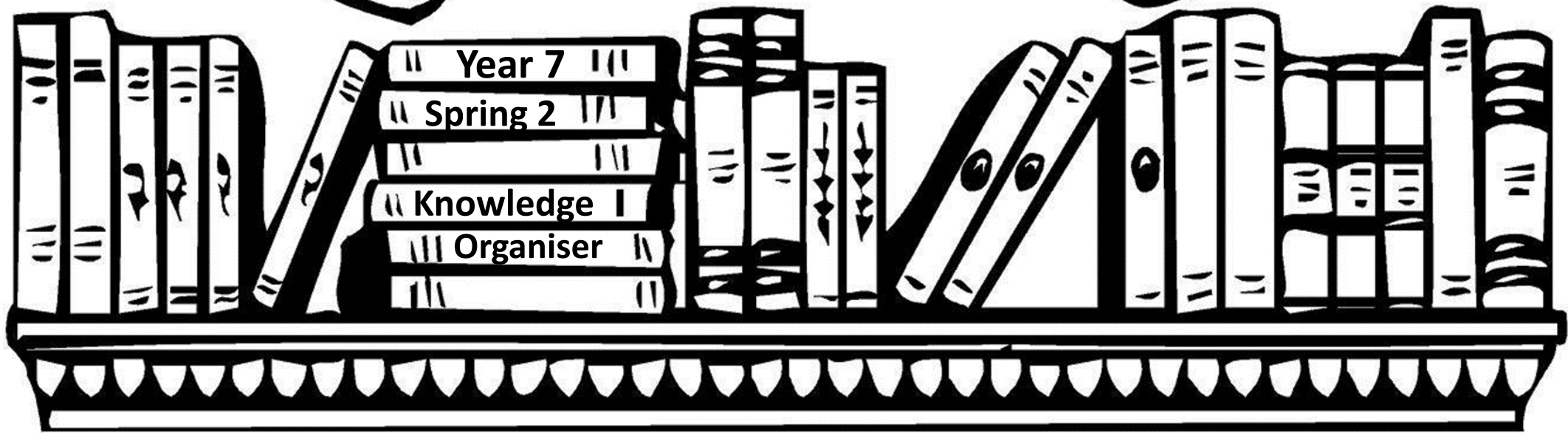


Knowledge




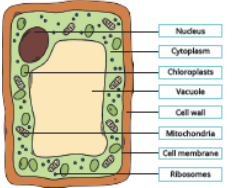
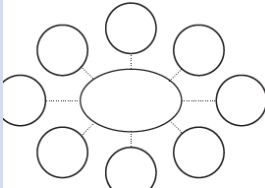


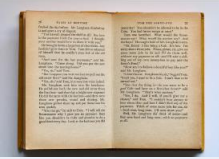

is power

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

In SKL we will think about what makes a good team and how I can contribute. You will be able to reflect upon Mr Ford's assembly on Leadership and First Followers.

Subject	Page Number	Subject	Page Number
Music	4	Science	26
Reading	7	STEM	27
Art	9	Food	29
English	10	Geography	33
Maths	14	Computer Science	35
History	16	RS	36
PE	19	A range of bonus ideas to prevent boredom	39
Deutsch	23		

Idea	Explanation
<p>Make some flash cards or PowerPoint slides. Make top trumps.</p> 	<p>Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.</p>
<p>Make a poster.</p> 	<p>Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!</p>
<p>Draw spider diagrams, or for the adventurous mind maps.</p> 	<p>Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.</p>
<p>Write a song or a rap.</p> 	<p>Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.</p>
<p>Plan a lesson</p> 	<p>If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.</p>
<p>Write a story or comic strip.</p> 	<p>Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.</p>
<p>Write a quiz. Design a game.</p> 	<p>Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.</p>

- » Aspiration
There are no barriers to your ambition
- » Leadership
Live your own life
- » Teamwork
Together we achieve more
- » Humility
Put others first
- » Courage
Handle your fear
- » Hard work
We need to make the most of our talents
- » Respect
Treat others as you would like to be treated yourself
- » Service
It is better to give than to receive
- » Integrity
Be true to yourself
- » Forgiveness
Forgiveness is a friendship preserver
- » Thankfulness
Appreciate others; appreciate what you have
- » Perseverance
Never give up



Open Academy DARES students to leave their devices!

Directed
Activities
Related to
Everyday
Situations / (Stuff)

ThursDares Afternoon

We will all leave our devices on Thursday afternoon to maintain our mental health

Purposes

Increase well-being by:

- Try to reduce workload in the long term for staff
- Try to reduce screen time for all staff
- Support more flexible working for staff who are multitasking
- Try to reduce screen time for students
- Enable the curriculum to still work effectively
- Increase engagement with all learners
- Bring joy into learning
- Share best practice reducing workload

Stuff in Rooms

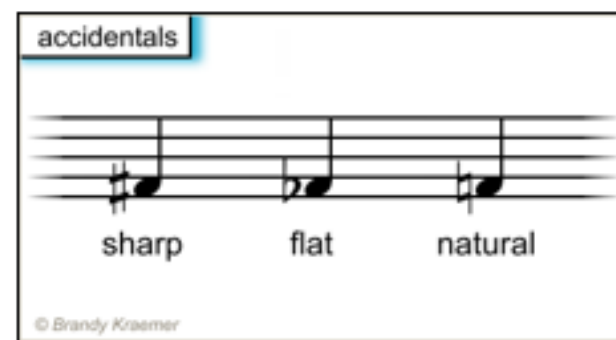
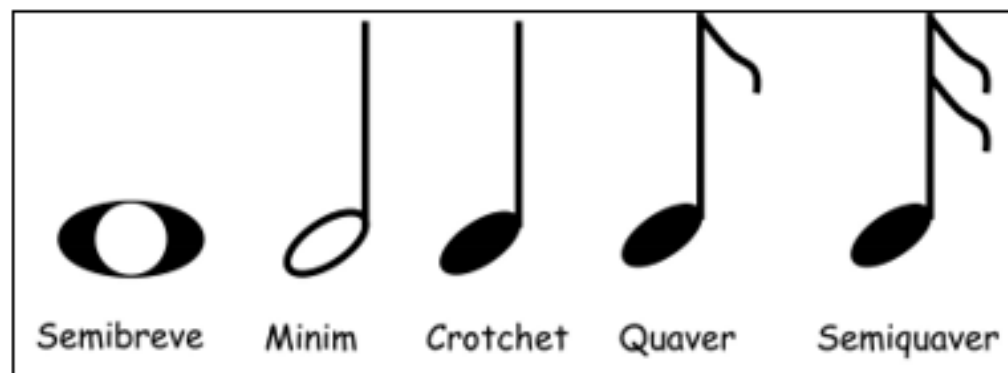
1. Projects on i.e. estimating... volumes of rooms, furniture, other items – then checking by measuring
2. Finding and counting things – angles, colours, shapes or patterns in a given room ie the living room – then graphing / comparing to other rooms / describing
3. Eye spy – with curriculum links – as usual but student has to say where it connects to current lessons...
4. Exercise using living room 'equipment'
5. Time lapse photo story what happens in a room – or out of the window as the story of what can be see outside – e.g. over an hour, day or week...
6. Meditation introduction
7. Beginners yoga exercises e.g. from YouTube
8. Beginners Tai Chi exercises from YouTube
9. Relaxation techniques and time
10. Sorting / categorising / counting / graphing / objects in the room
11. Listen to a documentary / science prog / history etc on radio 4
12. Listen to your favourite album / playlist / radio prog for 30 mins – try to think about why you like it so much – what does it make your feel

GoggleBox Stuff

1. Watch a documentary with someone else and discuss it. Try to summarise THEIR view of it at the end
2. Create an animated version of a film story using playdoh, Lego mini-figures or stick people
3. Watch a football/ cricket match on TV and try to work out where the cameras are situated – draw them on a sketch of the stadium
4. Watch a specific BBC Learning broadcast program and write a summary – (Weekly Secondary Program guide available her) <https://bam.files.bbci.co.uk/bam/live/content/zmbyp4j/pdf>
5. Exercise (Jump /jog, sit-ups etc) every time adverts appear on the tv
6. Watch their favourite show and try to watch it like a critic might – what could be improved
7. Watch something they wouldn't usually watch like a news program or documentary on something outside their interest
8. Plan a family viewing diary for the week – then get everyone to rate their shows after they watch them – they could then try to analyse those plans with charts and graph
9. When watching an interview on TV pretend they are answering the question or interview those around they to see what they think of what they are watching
10. Complete workouts with a TV trainer or follow a TV chef recipe

Year 7 Spring Term Knowledge Organiser


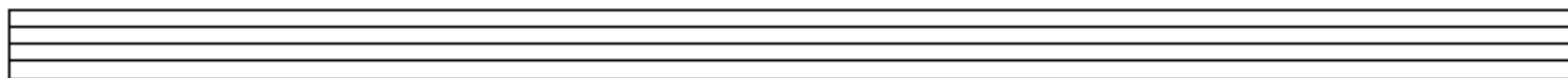
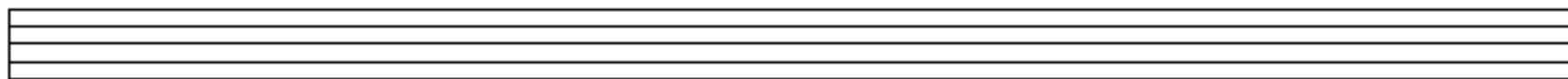
Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing



Year 7 Autumn Term Knowledge Organiser

Fanfares

- ✓ Fanfares are usually played by brass (trumpet, trombone, tuba, cornet, French horn) and percussion (bass drum, snare drum) instruments because they are the loudest
- ✓ Fanfares are musical introductions to important events like a royal entrance, a sports game or even the beginning of a film!
 - ✓ Fanfares use the notes of a major triad (3 or 4 in total) and use a variety of different rhythms
 - ✓ The time signature is always in 4/4



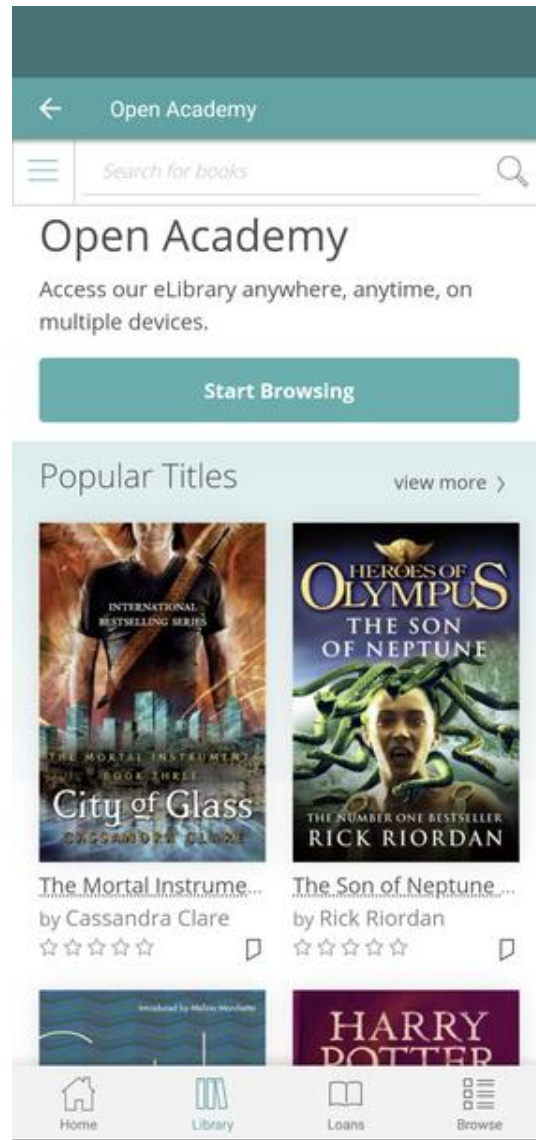
Year 7 Autumn Term Knowledge Organiser

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A blank musical staff consisting of five horizontal lines.A blank musical staff consisting of five horizontal lines.A blank musical staff consisting of five horizontal lines.A blank musical staff consisting of five horizontal lines.

READING AT HOME



Access eBooks anytime, anywhere with our school eBook platform.

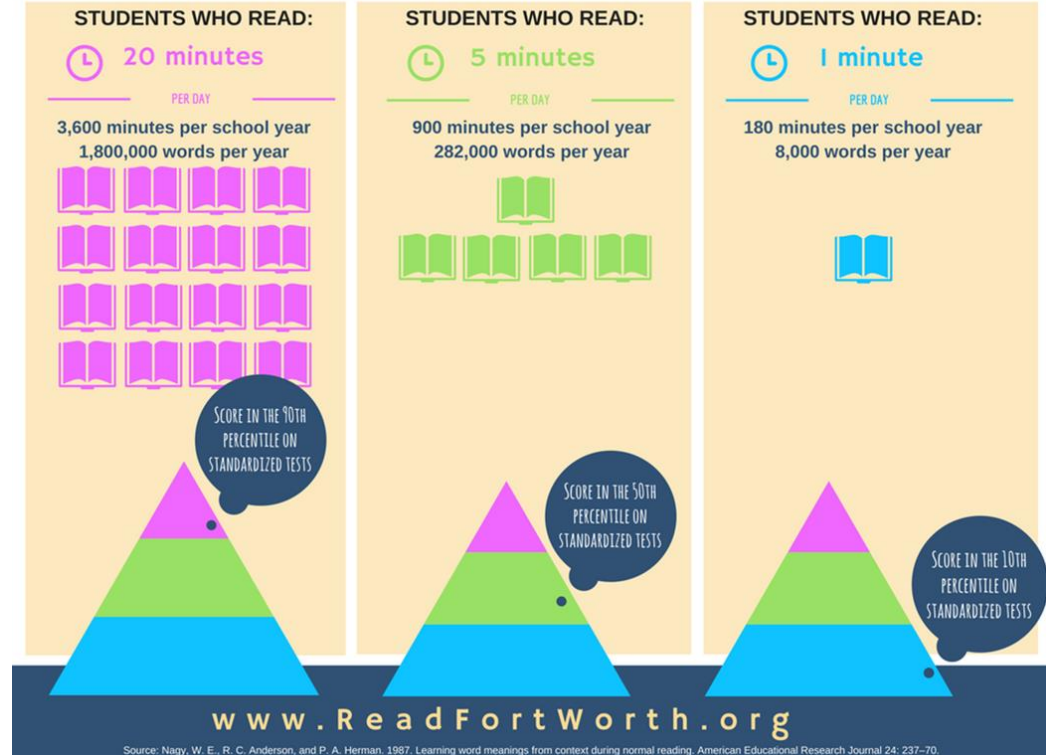
Scan this QR code to be taken to the website and start borrowing today:



Please contact Miss Ling if you are unsure of your log in details.

<https://openacademy.eplatform.co/>

Why read 20 minutes at home?



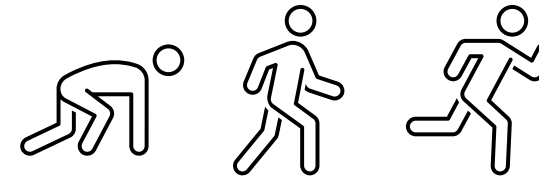
Reading has a number of benefits:

- Success at school
- Mental health & wellbeing
 - Better sleep
- Develop empathy
- Escapism (books can take you anywhere) ...and more!



ReadFit

A workout for your brain!



Read More • Build Reading Stamina • Make Reading a Daily Habit

To be a good reader, much like a marathon runner, you need to put in time and practice to be successful. Runners train over time, gradually increasing the difficulty by increasing the amount of time they run, the distance they run and the speed at which they run.

You can apply a similar idea to reading. To train to be a great reader, you can start by reading easier books, for a short period of time, and by breaking your book into small chunks (i.e. a few pages at a time). As you continue your reading training, you can gradually build up to reading more difficult texts, reading for longer and reading bigger sections of your book in one go.

ReadFit is a programme designed to help you on your reading journey. With beginner and hero challenges, each week there will be daily “reading workouts” to help you read more and reach 20 minutes of daily reading. Complete the “workouts” to unlock digital badges and rewards.

WEEK 1 ReadFit LOG

Title of the book I am reading:

Day 1 Page to	Day 2 Page to	Day 3 Page to	
Day 4 Page to	Day 5 Page to	Main characters	Tricky words
I thought the book was (what are you enjoying or disliking about the book, share your thoughts here):		I found the book: Easy Okay Hard Very Difficult I would recommend this book to others: Yes No	

View the weekly challenges in Teams, or scan the QR code to take part



Angie Lewin

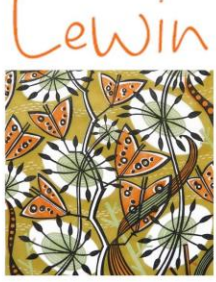
Born: 1964, Cheshire

Angie Lewin is a British printmaker working in linocut, wood engraving, lithography and screen printing.

Angie Lewin has a unique vision of the natural world.

Her hugely popular prints show the intricate detail of the native flora of a variety of environments, from salt marsh and Highland loch to flower-strewn meadow and wild garden.

Her style is modern but it has a retro feel.



During the Spring term the year 7 students will be introduced to Angie Lewin. Students will explore how colour and patterns can be used together. Students will also develop their drawing skills through observation of organic objects and will be encouraged to further explore colour theory. Students will make studies of Lewin's work with the year culminating in the creation of their own Lewin style piece of work.

Vocabulary to learn

- Rebellion
- Revolution
- Revolt
- Tyranny
- Dictatorship
- Democracy
- Society
- Conflict

Structure analysis - methods:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
 - inside to outside (and vice versa)
 - focus
 - time
 - topic
 - setting/place
 - mood/atmosphere
 - description to dialogue (and vice versa)

Checklist:

- methods named
- literal meanings
- implied meanings
- effects
- 'zooms'
- relevant contextual links
- Aim higher: alternative interpretations

TIPTOP
PARAGRAPHS



Time - change in TIME





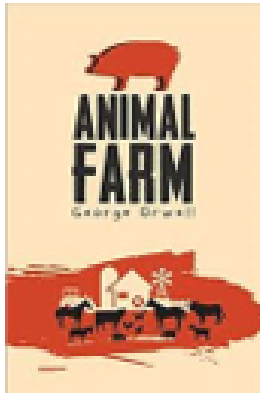
Topic - change in TOPIC



Place - change in PLACE

Person - change in SPEAKER

Suggested Reading



Sentence Types

Sentence type	Give example
Compound	
Complex	
Fragment	
Simple	

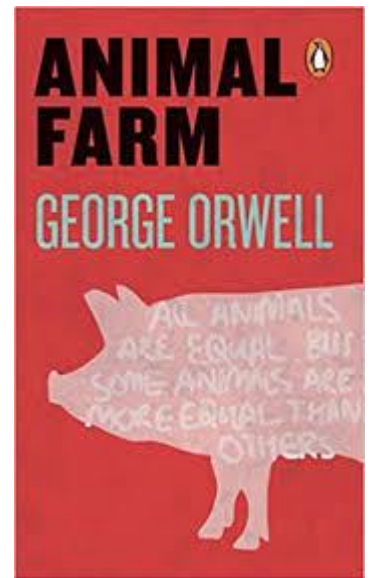
Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds - *really rather raucous*
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

Animal Farm by George Orwell

Old Major, a prize-winning boar, gathers the animals of the Manor Farm for a meeting in the big barn. He tells them of a dream he has had in which all animals live together with no human beings to oppress or control them. He tells the animals that they must work toward such a paradise and teaches them a song called “Beasts of England,” in which his dream vision is lyrically described. The animals greet Major’s vision with great enthusiasm. When he dies only three nights after the meeting, three younger pigs—Snowball, Napoleon, and Squealer—formulate his main principles into a philosophy called Animalism. Late one night, the animals manage to defeat the farmer Mr. Jones in a battle, running him off the land. They rename the property Animal Farm and dedicate themselves to achieving Major’s dream. The cart-horse Boxer devotes himself to the cause with particular zeal, committing his great strength to the prosperity of the farm and adopting as a personal maxim the affirmation “I will work harder.”

At first, Animal Farm prospers. Snowball works at teaching the animals to read, and Napoleon takes a group of young puppies to educate them in the principles of Animalism. When Mr. Jones reappears to take back his farm, the animals defeat him again, in what comes to be known as the Battle of the Cowshed, and take the farmer’s abandoned gun as a token of their victory. As time passes, however, Napoleon and Snowball increasingly quibble over the future of the farm, and they begin to struggle with each other for power and influence among the other animals. Snowball concocts a scheme to build an electricity-generating windmill, but Napoleon solidly opposes the plan. At the meeting to vote on whether to take up the project, Snowball gives a passionate speech. Although Napoleon gives only a brief retort, he then makes a strange noise, and nine attack dogs—the puppies that Napoleon had confiscated in order to “educate”—burst into the barn and chase Snowball from the farm. Napoleon assumes leadership of Animal Farm and declares that there will be no more meetings. From that point on, he asserts, the pigs alone will make all of the decisions—for the good of every animal.



Napoleon now quickly changes his mind about the windmill, and the animals, especially Boxer, devote their efforts to completing it. One day, after a storm, the animals find the windmill toppled. The human farmers in the area declare smugly that the animals made the walls too thin, but Napoleon claims that Snowball returned to the farm to sabotage the windmill. He stages a great purge, during which various animals who have allegedly participated in Snowball's great conspiracy—meaning any animal who opposes Napoleon's uncontested leadership—meet instant death at the teeth of the attack dogs. With his leadership unquestioned (Boxer has taken up a second maxim, "Napoleon is always right"), Napoleon begins expanding his powers, rewriting history to make Snowball a villain. Napoleon also begins to act more and more like a human being—sleeping in a bed, drinking whisky, and engaging in trade with neighbouring farmers. The original Animalist principles strictly forbade such activities, but Squealer, Napoleon's propagandist, justifies every action to the other animals, convincing them that Napoleon is a great leader and is making things better for everyone—despite the fact that the common animals are cold, hungry, and overworked.

Mr. Frederick, a neighbouring farmer, cheats Napoleon in the purchase of some timber and then attacks the farm and dynamites the windmill, which had been rebuilt at great expense. After the demolition of the windmill, a pitched battle ensues, during which Boxer receives major wounds. The animals rout the farmers, but Boxer's injuries weaken him. When he later falls while working on the windmill, he senses that his time has nearly come. One day, Boxer is nowhere to be found. According to Squealer, Boxer has died in peace after having been taken to the hospital, praising the Rebellion with his last breath. In actuality, Napoleon has sold his most loyal and long-suffering worker to a glue maker in order to get money for whisky.

Years pass on Animal Farm, and the pigs become more and more like human beings—walking upright, carrying whips, and wearing clothes. Eventually, the seven principles of Animalism, known as the Seven Commandments and inscribed on the side of the barn, become reduced to a single principle reading "all animals are equal, but some animals are more equal than others." Napoleon entertains a human farmer named Mr. Pilkington at a dinner and declares his intent to ally himself with the human farmers against the labouring classes of both the human and animal communities. He also changes the name of Animal Farm back to the Manor Farm, claiming that this title is the "correct" one. Looking in at the party of elites through the farmhouse window, the common animals can no longer tell which are the pigs and which are the human beings.

The reading and writing classes, however, were a great success. By the autumn almost every animal on the farm was literate in some degree.

As for the pigs, they could already read and write perfectly. The dogs learned to read fairly well, but were not interested in reading anything except the **Seven Commandments**. Muriel, the goat, could read somewhat better than the dogs, and sometimes used to read to the others in the evenings from scraps of newspaper which she found on the rubbish heap. Benjamin could read as well as any pig, but never exercised his faculty. So far as he knew, he said, there was nothing worth reading. Clover learnt the whole alphabet, but could not put words together. Boxer could not get beyond the letter **D**. He would trace out **A, B, C, D** in the dust with his great hoof, and then would stand staring at the letters with his ears back, sometimes shaking his forelock, trying with all his might to remember what came next and never succeeding. On several occasions, indeed, he did learn **E, F, G, H**, but by the time he knew them it was always discovered that he had forgotten **A, B, C** and **D**. Finally he decided to be content with the first four letters, and used to write them out once or twice every day to refresh his memory. Mollie refused to learn any but the five letters which spelt her own name. She would form these very neatly out of pieces of twig, and would then decorate them with a flower or two and walk round them admiring them.

None of the other animals on the farm could get further than the letter **A**. It was also found that the stupider animals such as the sheep, hens and ducks, were unable to learn the **Seven Commandments** by heart. After much thought Snowball declared that the **Seven Commandments** could in effect be reduced to a single maxim, namely: "Four legs good, two legs bad". This, he said contained the essential principle of Animalism. Whoever had thoroughly grasped it would be safe from human influences. The birds at first objected, since it seemed to them that they also had two legs, but Snowball proved to them that this was not so.

Activities to respond to the text.

1. Write a paragraph to explain what you think Snowball meant when he said, "Four legs good, two legs bad."
2. Write a diary as one of the animals explaining the experience of learning to read and write.
3. Research Animal Farm and explain George Orwell's purpose in writing the book.
4. Find an example of the different sentence types, write them out and name them.
5. Write a definition for the words Dictatorship and Democracy.
6. Write an explanation of the importance of learning to read and write.
7. Draw and label a picture showing the animals learning to read and write.
8. Explain what the **Commandments** are. Then explain what you think about Snowball's one commandment, "Four legs good, two legs bad."
9. Look for and label the literary devices and word types in the extract.
10. Look at the different types of cover for the book Animal Farm and explain which one you like best and why.
11. Write another part of this story explaining how the animals learnt to use knives and forks.
12. Explain how the author has used language to suggest that the animals who cannot read and write are not worthwhile.
13. Write a newspaper article explaining how some animals have learnt to read and write.
14. Select one word in the text that you think has been used for effect and explain why you think it is effective.

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

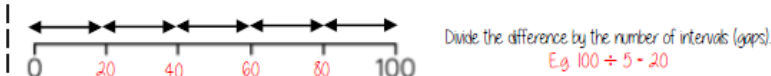
Integer Place Value

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

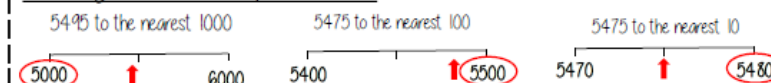
Placeholder

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



Rounding to the nearest power of ten



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

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

Range Spread of the values

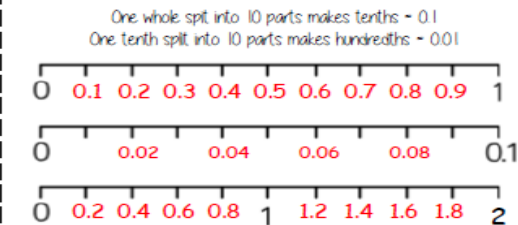
Difference between the biggest and smallest
 3 9 8 12
 Range: Biggest value - Smallest value
 $12 - 3 = 9$
 Range = 9

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 150 154 148 157 148 150 154 158 160
 157 160 158 There are 2 middle numbers
 Find the midpoint 152

Decimal intervals on a number line



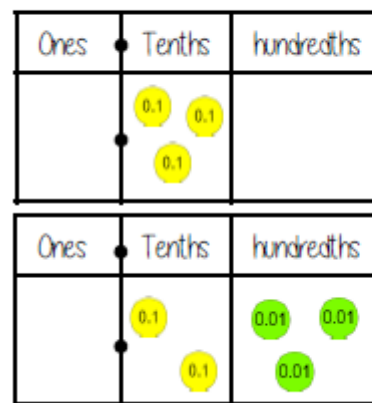
Round to 1 significant figure

370 to 1 significant figure is 400
 37 to 1 significant figure is 40
 3.7 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

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

Decimals

We say "nought point five two"

Five tenths and two hundredths



0 ones, 5 tenth and 2 hundredths
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$
 $= 0 + 0.5 + 0.02$
 $= 0.52$

YEAR 7 — PLACE VALUE AND PROPORTION...

FDP equivalence

@whisto_maths

What do I need to be able to do?

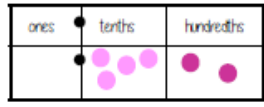
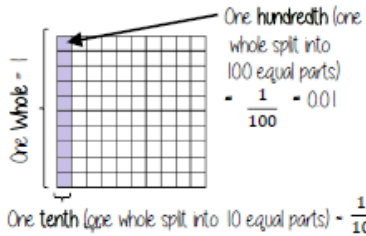
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

Keywords

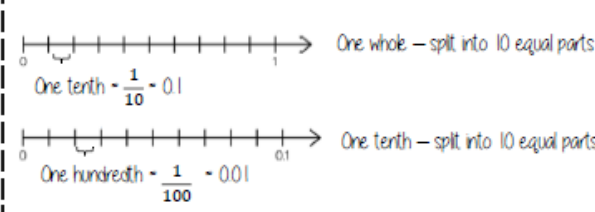
- Fraction:** how many parts of a whole we have
- Decimal:** a number with a decimal point used to separate ones, tenths, hundredths etc
- Percentage:** a proportion of a whole represented as a number between 0 and 100
- Place value:** the numerical value that a digit has decided by its position in the number
- Placeholder:** a number that occupies a position to give value
- Interval:** a range between two numbers
- Tenth:** one whole split into 10 equal parts
- Hundredth:** one whole split into 100 equal parts
- Sector:** a part of a circle between two radius (often referred to as looking like a piece of pie)
- Recurring:** a decimal that repeats in a given pattern

Tenths and hundredths

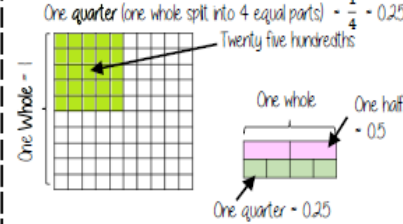


0 ones, 5 tenths and 2 hundredths
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$
 $= 0 + 0.5 + 0.02$
 $= 0.52$

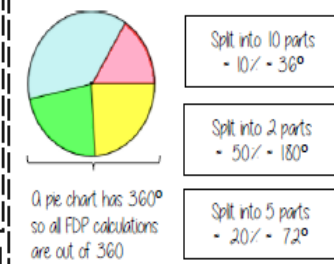
On a number line



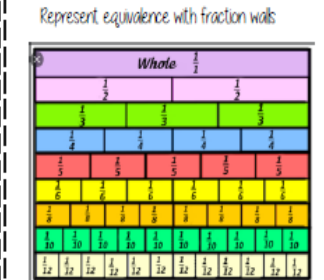
Quarters



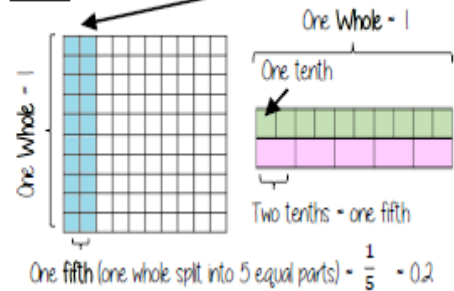
Simple pie charts



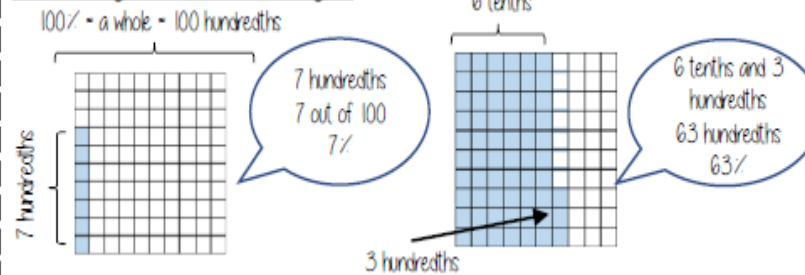
Equivalent fractions



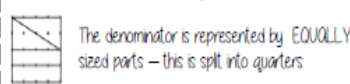
Fifths



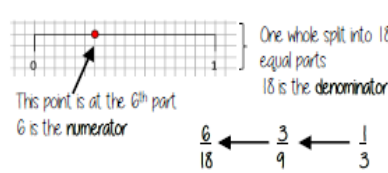
Percentages on a hundred grid



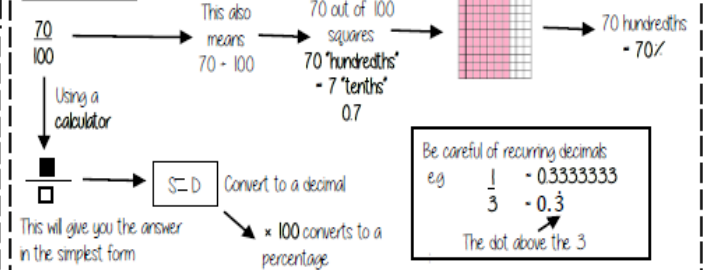
Fractions — on a diagram



Fractions — on a number line

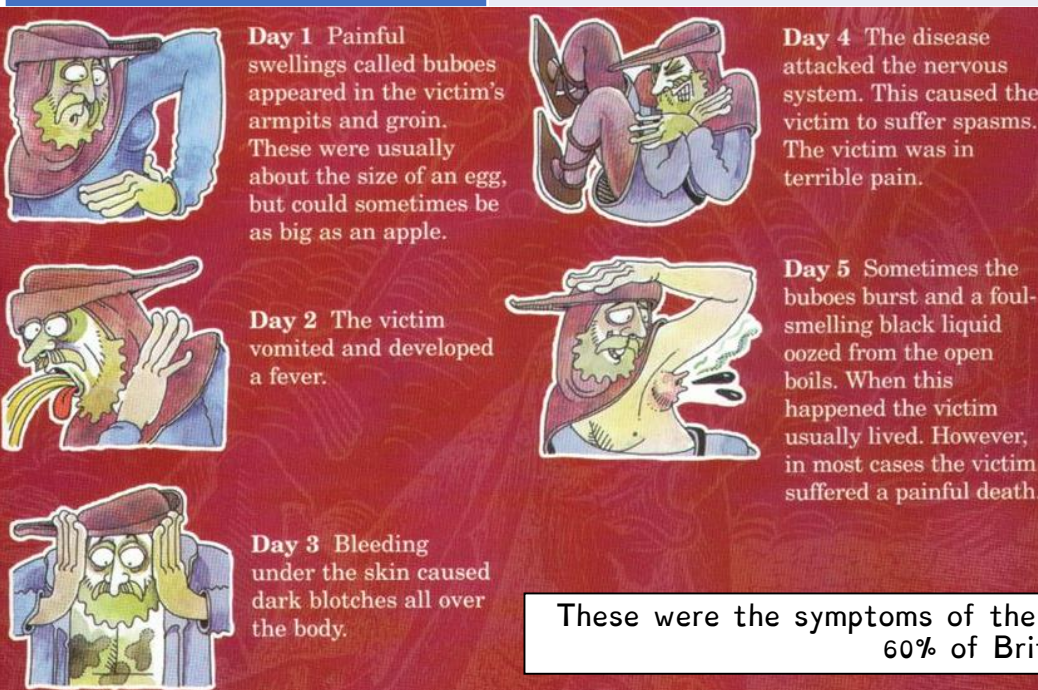


Convert FDP



Year 7 History: Black Death, Peasants Revolt and King John

Key words	
Black Death	A disease that spread across Asia and Europe in the 14 th century, killing up to 1/3 of Europe's population
Symptoms	An effect of a disease that can be observed in someone who has the disease
Cause	An event or factor that occurs which leads to a further event
Consequence	An event or outcome that occurs as a result of a cause
Peasants' Revolt	A large uprising in England that took place in 1381 where peasants protested against the Poll Tax and their situation
Lollards	A group of Christians in 14 th century Britain who believed that all people should be equal
King John	King of England between 1199 and 1216. Seen by many as one of England's worst kings
Interpretation	A point of view on historical events that is based on evidence



Day 1 Painful swellings called buboes appeared in the victim's armpits and groin. These were usually about the size of an egg, but could sometimes be as big as an apple.

Day 2 The victim vomited and developed a fever.

Day 3 Bleeding under the skin caused dark blotches all over the body.

Day 4 The disease attacked the nervous system. This caused the victim to suffer spasms. The victim was in terrible pain.

Day 5 Sometimes the buboes burst and a foul-smelling black liquid oozed from the open boils. When this happened the victim usually lived. However, in most cases the victim suffered a painful death.

In many ways medieval Britain was similar to today. Humans have remained much the same for thousands of years! However, life in medieval Britain also had some key features that make it different to today:

- Britain was a Christian country, and most people were very religious – it was illegal not to attend Church!
- Hygiene was much less important than today.
- Particularly for peasants, life was very hard. Starvation and disease were very common.
- There was a small number of very rich people, but most of the population were very poor
- The vast majority of people worked on the land, growing food.

These were the symptoms of the Black Death, which killed between 40-60% of Britain's population!

Year 7 History: Black Death, Peasants Revolt and King John

People at the time did not understand that the disease was actually caused by a bacteria, carried by fleas, rats and humans. As a consequence they had many of their own theories about what caused the plague based on their own understanding:

- The plague was caused by the positions of the planets
- The plague was a punishment from God
- The plague was caused by 'bad' or 'corrupt' air
- The plague was spread by Jewish people

This led to many attempted cures, most of which did not prevent the disease from spreading at all:

- Rubbing a dead chicken on buboes
- People known as 'flagellants' whipped themselves to apologise to God
- Many Jewish people were killed as they were blamed for the plague

The Peasants' Revolt, 1381 – In 1381 the peasants of Britain rose up against the King. In the end they were defeated in London, but this was a significant example of people with very little power standing up for themselves! You have learnt about what caused it.

Cause	Consequence
The Black Death and the Statute of Labourers	After the plague, so many peasants had died that there was a shortage. Survivors were able to demand higher wages. Wealthy people were angry so they lowered wages back to their previous levels. The peasants were angry about this!
The Feudal System	Under the Feudal System peasants spent their life working for other people, and were the 'property' of the nobles and barons. More and more people went to see this as unfair.
The Lollards	The Lollards were a radical Christian group who preached that all people were born equal. This led many people to believe that life was unfair and not in line with God's teachings.
The Poll Tax	This was a tax that all people had to pay equally, regardless of how much money they had. The peasants saw this as unfair as it hit them particularly hard.
The war with France	England was losing the 'Hundred Years War' with France. As many English people hated the French they were very angry about this

Year 7 History: Black Death, Peasants Revolt and King John

Interpretations of King John

Many people, including historians and those alive during his reign, have disagreed over the reign of King John. Although he is often seen as 'bad King John', or even England's worst ever King, others argue that he was not all that bad. We call these competing points of view **interpretations**, because historians have used sources in order to **interpret** the past.

John taxed his nobility heavily

John lost wars against France

John's own barons rebelled against him in 1215



How bad was King John?

John introduced **Magna Carta** – the first time the King had to answer to his people

John strengthened England's control over Ireland and Wales

Diet and Nutrition for Sport	
Nutrient	Function and Examples
Protein	 <p>Important for growth and development of muscle and tissue as well as making and repairing cells inside the body. Poultry, Fish, Nuts, Dairy and Soy are examples.</p>
Carbohydrates	 <p>Provide energy for the body over a longer period of time and helps fight disease. Potatoes, Pasta, Pulses and Fruit are sources.</p>
Fibre	 <p>Important for preventing constipation and also helps decrease the risk of Type 2 diabetes, heart disease and high cholesterol in later life. Fresh fruits (skin on) Dried fruit, Vegetables, Wholegrains such as brown rice and wheat bread are sources.</p>
Calcium	 <p>Important for strong bones and teeth. It also helps with muscle function, blood clotting and nerve transmission. Dairy products, leafy green vegetables, orange juice are sources.</p>
Vitamin A, C and D	<p>Vitamin A is important for eyesight, growth and the functioning of the immune system as well as healthy skin. Dark green vegetables e.g. spinach. Sweet potatoes, papayas, milk and eggs.</p> <p>Vitamin C is important for decreasing the amounts of colds you get, fight infections, wound healing, healthy gums and skin and also acts as an antioxidant. Citrus fruits, broccoli, strawberries, tomatoes, peppers and kale are the sources</p> <p>Vitamin D is important for strong bones and teeth as it absorbs calcium. It is also good for immune function. Milk, oily fish, egg yolk and even the sunlight are sources.</p>

Diet and Nutrition activities

Y F E X S E N E R G Y T B T R T B Y I X
 O H B R Y E B A H G N O K N E M S H X F
 J O B P B S L Y S A N O H E T A J T J W
 S E H A S I I C D E V Z L M A K S L Z Q
 S O Q Q T F F I S W P B R P W I Q A T Q
 Y E S V D W X Z L U Q O Y O Y H I E N Q
 F C T Y I O L T S K M J I L D W C H E T
 I A Z A I T N V R H Y Q E E O F D E I W
 M P S T R H A D O D I P U V L L U O T W
 M T N E T D R M X R R R O E N H M G G Z
 U A C W T B Y P I O N H Y D R A T I O N
 N F O F A T S H T N U J L M V E T I K N
 E R J U D H O E O A S I I I U I P P D V
 G I S T K L I Y O B N Q Y N D O N A L H
 A N T R E N L A E J R G W E Y C A Q I N
 W I H H T O B W R X Z A J R P G B T F R
 D K G T M U B S K Y H H C A M U E T B W
 U S P Z J H Z R X C T M O L D I X G O F
 N A V G F W Q Y D O R U Y S D X G J N R
 M U I C L A C X Q F Q E Q H T E E T A X

- | | | | |
|-------------|----------|----------|---------------|
| ANTIOXIDANT | BONES | CALCIUM | CARBOHYDRATES |
| DEVELOPMENT | DIET | ENERGY | FATS |
| FIBRE | GROWTH | HEALTHY | HYDRATION |
| IMMUNE | MINERALS | MUSCLES | PROTEIN |
| REPAIR | TEETH | VITAMINS | WATER |

<https://www.nhs.uk/live-well/eat-well/food-and-drinks-for-sport/>

Click the link above or scan the code to see how diet and nutrition can affect sports performance



Create a one week diet plan for an athlete of your choice. Your athlete will be competing in the Olympic Games next week and needs some help with their nutrition. Create a 7 day diet plan for breakfast, lunch and dinner. For example:

	Breakfast	Lunch	Dinner
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Physical Education – D.A.R.E.S

Exercise is meant to be fun and is essential for your mental and physical well-being. Here is a game with choices on how you stay active and healthy.

Try and do everything on this PE bingo card between now and half-term, leaving feedback in the boxes of when and/or how you did them.

Fill in the mood-o-meter after each session (leave the rating out of 5, which best describes how you feel after completing the activity!!)

1 = Terrible, 2 = Okay, 3 = Good, 4 = Very Good, 5 = Ecstatic

All those who complete all, will be put into a virtual prize draw, and one winner from each year group will win an Amazon voucher of £10!!!! Enjoy.

<p>See how long you can hold a plank for (record your score here)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Lead others in your house through a muscular endurance session.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Buddy up with a friend in your year group. Set them a fitness challenge, and complete the one they set you (Run for 20 mins etc.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Complete either a gymnastics sequence including balances. OR a stretching sequence to improve mobility!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Find the song that you most like exercising to? What is the song? Now complete a 5 minute exercise whilst listening to this song.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Do 50 squats a day for 5 days running (you should break up by doing sets of 10) Dates completed:</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Go on a walk with a family member that lasts at least 45 minutes? How far did you go?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Free choice. Select an activity for you and your family to take part in. List it here and upload a photo to show us what you got up to.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Go for a bike or scooter ride for 30 mins. Stop and take a picture of the most interesting scene you see and post in this square?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Drink 8 glasses of water a day for 7 days in a row Dates completed:</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Do an activity of your choice (dance, football, gym, biking etc) What did you do & for how long?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Do a circuit training session with 3 of the following - Lunges, press ups, star jumps, sit ups, burpees, calf-raises. You must do 3 sets. You pick how long you work and rest for?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Do 3 chores around the house to help out: Chore 1 = Chore 2= Chore 3= Date completed:</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Eat no chocolate or sweets for 3 days in a row?!?! Dates completed:</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>See how long you can jog for before you have to stop. Then try and beat that time the next time you try? 1st time before stopping= 2nd time before stopping=</p> <p style="text-align: right;"><input type="checkbox"/></p>

Module 3: Freizeit – juhu! (Free time – yippy!)

Here is the vocabulary you will need for Module 3.

Remember to listen to the German by copying and pasting the blue codes next to the speaker icons [here](#). The full address is: <https://www.activeteachonline.com/view>



QkIQP7f4

Bist du sportlich? • Are you sporty?

Ich bin (sehr/ziemlich/ nicht sehr) sportlich.	<i>I am (very/quite/not very) sporty.</i>
Was spielst du?	<i>What do you play?</i>
Ich spiele ...	<i>I play ...</i>
Ich spiele gern ...	<i>I like playing ...</i>
Ich spiele ziemlich gern ...	<i>I quite like playing ...</i>
Ich spiele nicht gern ...	<i>I don't like playing ...</i>
Badminton	<i>badminton</i>
Basketball	<i>basketball</i>
Eishockey	<i>ice hockey</i>
Fußball	<i>football</i>
Handball	<i>handball</i>
Tennis	<i>tennis</i>
Tischtennis	<i>table tennis</i>
Volleyball	<i>volleyball</i>
Wasserball	<i>water polo</i>



In this Module you will learn how to:

- talk about which sports you play
- talk about leisure activities
- talk about how often you do activities
- talk about mobiles and computers
- develop prediction strategies.

www.textivate.com

Username: openacademy

Password: surname123

Go to 'my resources' to find your work.

Keep practising your German vocabulary on www.quizlet.com

• *Either:*

click on this link: https://quizlet.com/_8ievl8?x=1qqt&i=25q2il

• *Or:*

use your class link to go directly to your Quizlet class.

Was machst du gern?

• What do you like doing?

Was machst du gern?	<i>What do you like doing?</i>
Ich fahre Rad.	<i>I ride my bike.</i>
Ich fahre Skateboard.	<i>I go skateboarding.</i>
Ich fahre Ski.	<i>I ski.</i>
Ich fahre Snowboard.	<i>I snowboard.</i>
Ich lese.	<i>I read.</i>
Ich mache Judo.	<i>I do judo.</i>
Ich mache Karate.	<i>I do karate.</i>
Ich reite.	<i>I go horse riding.</i>
Ich schwimme.	<i>I swim.</i>
Ich sehe fern.	<i>I watch TV.</i>
Ich spiele Gitarre.	<i>I play the guitar.</i>
Ich tanze.	<i>I dance.</i>



6i81yZmF

Read the Strategy Box for ideas on learning German vocabulary.

Strategie 3

Oft benutzte Wörter

High-frequency words are words that come up again and again, no matter what you are talking about. All of the *Wörter* pages have a list of these words, but there are many more. Look back through Chapter 3 and see how many you can find. Here are a few to get you started:

der, die, das, ein, eine, einen, und, aber, in, ich, es gibt, gern, ... You will find that some of these words appear in every chapter in *Stimmt! 1*. Can you predict which they are? Look through the book. Were you right?

Wie findest du das?

• What do you think of it?

Ich finde es ...	<i>I think it's ...</i>
Es ist ...	<i>It's ...</i>
irre	<i>amazing</i>
super	<i>super</i>
toll	<i>great</i>
cool	<i>cool</i>
gut	<i>good</i>
nicht schlecht	<i>not bad</i>
okay	<i>okay</i>
langweilig	<i>boring</i>
nervig	<i>annoying</i>
stinklangweilig	<i>deadly boring</i>
furchtbar	<i>awful</i>



kxLBHBM

Was machst du in deiner Freizeit?

• What do you do in your free time?

Ich chillen.	<i>I chill out.</i>
Ich esse Pizza oder Hamburger.	<i>I eat pizza or hamburgers.</i>
Ich gehe einkaufen.	<i>I go shopping.</i>
Ich gehe ins Kino.	<i>I go to the cinema.</i>
Ich gehe in den Park.	<i>I go to the park.</i>
Ich gehe in die Stadt.	<i>I go into town.</i>
Ich höre Musik.	<i>I listen to music.</i>
Ich mache Sport.	<i>I do sport.</i>
Ich spiele Xbox oder Wii.	<i>I play Xbox or on the Wii.</i>



9xycnf0u

Ich bin online • I'm online

Was machst du am Computer?	<i>What do you do on the computer?</i>
Was machst du auf deinem Handy?	<i>What do you do on your mobile?</i>
Ich chatte mit Freunden auf Facebook.	<i>I chat with friends on Facebook.</i>
Ich lade Musik herunter.	<i>I download music.</i>
Ich mache Fotos oder Filme.	<i>I take photos or make films.</i>
Ich sehe Videos.	<i>I watch videos.</i>
Ich simse.	<i>I text.</i>
Ich spiele Computerspiele.	<i>I play computer games.</i>
Ich suche und lese Infos für die Hausaufgaben.	<i>I look for and read information for my homework.</i>
Ich surfe im Internet.	<i>I surf the internet.</i>
Ich telefoniere mit Freunden.	<i>I call my friends.</i>
Ich mache ziemlich viel auf meinem Handy.	<i>I do quite a lot of things on my mobile.</i>



SVO8IKVZ

Oft benutzte Wörter • High-frequency words

Wie oft?	<i>How often?</i>
(sehr/ziemlich/nicht so) oft	<i>(very/quite/not so) often</i>
einmal/zweimal/dreimal pro Woche/pro Monat	<i>once/twice/three times a week/a month</i>
jeden Tag	<i>every day</i>
jeden Morgen	<i>every morning</i>
manchmal	<i>sometimes</i>
immer	<i>always</i>
nie	<i>never</i>
Wann?	<i>When?</i>
am Wochenende	<i>at the weekend</i>
am Abend	<i>in the evening</i>
heute	<i>today</i>
morgen	<i>tomorrow</i>
am Montag	<i>on Monday</i>
nächste Woche	<i>next week</i>
in zwei Wochen	<i>in two weeks</i>



gIViTgXQ

ENERGY

Key Terms	Definitions
Energy	Energy is a quantity that is stored in many objects and situations. Anything storing energy can do work .
Work	Work is done when energy changes from one store to another.
Potential energy	Potential energy is energy stored in objects that don't seem to be doing anything. See the examples.
Chemical potential energy	Energy stored in fuels (like wood, or the gas we run Bunsen burners on) is called chemical potential energy.
Elastic potential energy	Elastic objects, like springs or rubber bands, store elastic potential energy when they are stretched.
Gravitational potential energy	Any object that is not on the ground has gravitational potential energy. This is because they are lifted up in a gravitational field, and could fall down!
Kinetic energy	Movement energy. Any moving object stores kinetic energy.
Thermal energy	Also known as heat energy. All objects store some thermal energy, because the particles are moving. The higher the temperature of an object, the more thermal energy it stores.
Conservation of energy	The law that says energy cannot be created or destroyed. It can only change how it is stored.

Energy Transfer

Energy is transferred, so it changes store, in loads of situations. Examples to know:

- When a fuel is burned, the chemical potential energy in the fuel ends up stored as **thermal energy** in the surroundings;
- When an object falls off a shelf, the **gravitational potential energy** it stores is transferred (changed) to kinetic energy while it is falling.
- When the object hits the floor, all the **gravitational potential energy** it had to start with ends up stored as **thermal energy** in the surroundings.
- When a spring that's been stretched is released, the **elastic potential energy** it stored is transferred to kinetic energy then to thermal energy

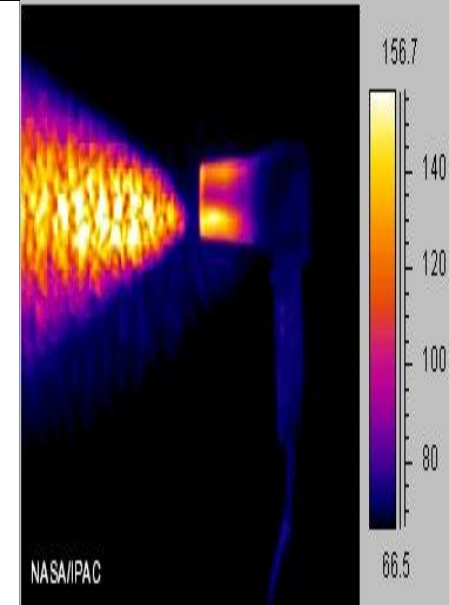
Energy Stores

Energy can be stored in objects, or when objects are doing something. It is a quantity measured in joules (J). Examples to know:

- Energy is stored in fuels as **chemical potential energy**
- Energy is stored in anything elastic when it is stretched, as **elastic potential energy**
- Energy is stored in any object that has been lifted up, because the object stores **gravitational potential energy**
- Energy is stored in moving objects as **kinetic energy**.
- Energy is stored in any object as **heat energy**. (obviously, if it is cold, it doesn't store much heat energy!) This is also known as *thermal energy*.

Thermal energy transfer by radiation

All objects give out some infra red radiation, but the hotter they are the more radiation they give out. All objects can also absorb infra red radiation: when they do, they heat up. Radiation can travel through empty space – so this is how the Sun heats up the Earth. The objects don't have to be touching, unlike in conduction, and there are no particles involved.



Convection

Heat can be transferred from one place to another by convection.

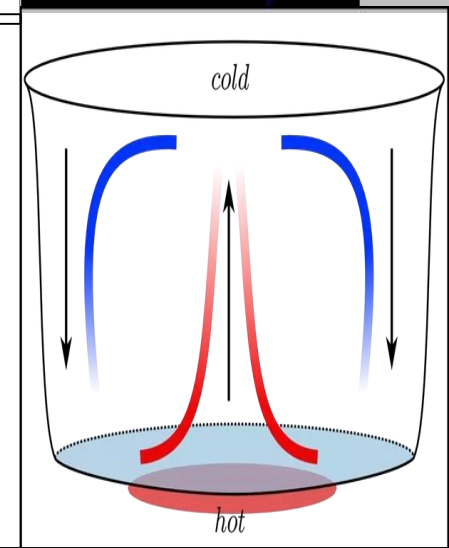
Fluids

Liquids and gases are fluids because they can be made to flow. The **particles** in these fluids can move from place to place.

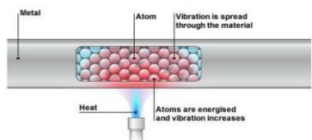
Convection occurs when particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy.

Liquids and gases **expand** when they are heated.

This is because the particles in liquids and gases move faster when they are heated than they do when they are cold.



Conduction



Heat energy is conducted through the solid in this way. As the atoms of the solid gain kinetic energy the temperature of the solid increases.

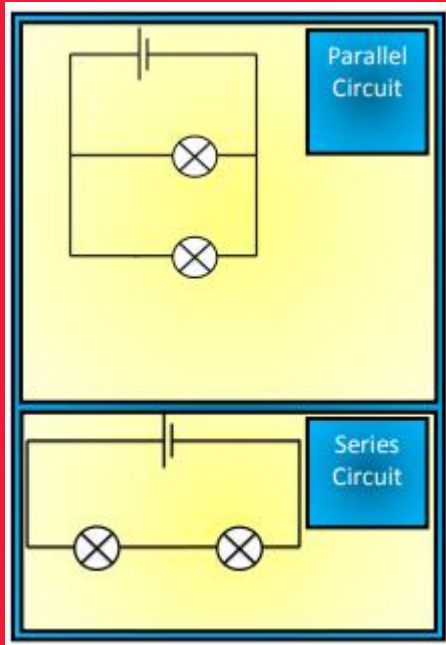
Thermal energy transfer by conduction

Hot materials can transfer thermal energy to other materials that they are touching. This is called **conduction** of thermal energy. As the diagram shows, the particles that are heated increase in kinetic energy when they are heated. They bump into neighbouring particles and pass on (transfer) thermal energy. This is why a table feels warm after a hot cup of tea is lifted from it, and the reason why thermal energy can pass through the bottom of a saucepan to cook your dinner.

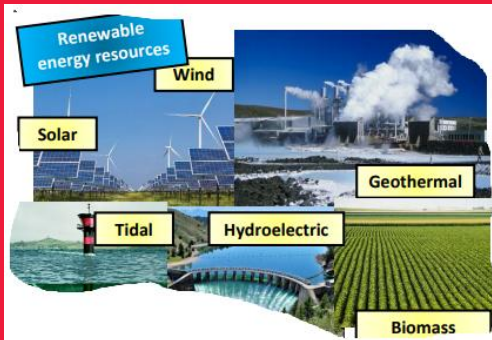
Year 7 STEM – Spring Term Part 2

Science

	The quantities voltage, current and resistance are linked by the relationship: Voltage= Current X Resistance
Ohms Law	This relationship is called Ohm's Law. We usually write Ohm's Law as; V=IR The symbol for resistance is R, it is measured in ohms . The symbol for voltage is V, it is measured in volts . The symbol for current is I, it is measured in amperes .



Weight is the force you exert on the Earth as Gravity pulls you towards it. It is measured in Newtons (N)	Mass is the amount of particles that you are made from. It is measured in grams (g) or kilograms (kg)
Mass is CONSTANT	Weight = mass x GFS (gravitational field strength)
N = kg x N/kg	N = kg x N/kg



Stem will encourage you to use your knowledge of Science, technology, engineering and maths to explore ideas, materials and themes.



In addition to subject-specific learning, STEM aims to foster inquiring minds, logical reasoning, and team building skills.

Technology

Tessellation / Nesting

The tessellation of shapes or nets on a material to minimise the amount of waste during manufacture.

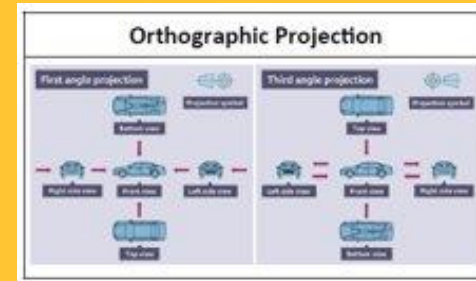
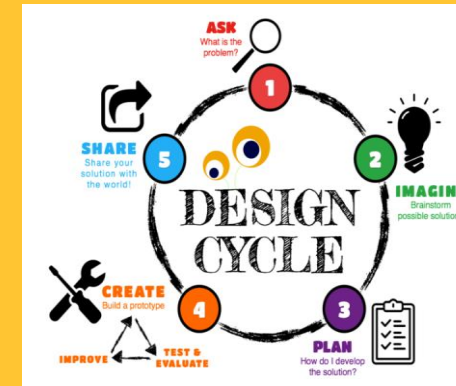
Scales of Production

One off: when you make a unique item

Batch: when you make a few/set amount

Mass: when you make thousands

Continuous: open ended production



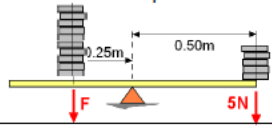
Production Aids	
Template	A template is a tool used to mark out shapes repeatedly. For example, if 100 acrylic keyrings are all to be shaped so they are the same, a template could be made to draw around for speed and consistency.
Jig	A jig is a device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately and to a high quality. For example, a carpenter making a hole of a specific alignment and depth may use a jig to aid accuracy.
Former	Press forming is also known as Plug and Yoke forming. This process is useful for making three dimensional hollow shapes such as a shallow tray. A two part mould is used to shape a heated sheet of plastic.
Mould	A hollow container used to give shape to molten or hot liquid material when it cools and hardens
Tolerance	When engineering something from timber or metal, digital vernier calipers are often used to measure to 1/100th of 1 mm. When working with timber, a tape measure can be used to measure a correct length to 1 mm. This tolerance is acceptable due to it being a natural material that may warp or twist depending on how dry or wet it is.

Year 7 STEM – Spring Term Part 2

Engineering

You may be asked to answer questions about **EQUILIBRIUM**

In order to balance the 5N force placed at 0.5 m from the **FULCRUM**, we require 10N on the opposite side at 0.25m to keep the seesaw balanced.



To work this out:

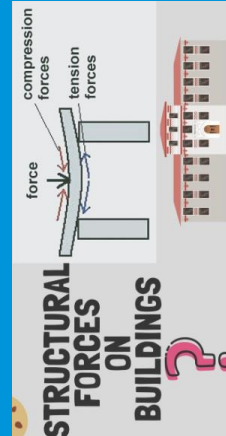
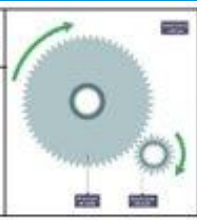
The force (or weight) needs to be doubled on the opposite side

The distance from the Fulcrum needs to be halved on the opposite side

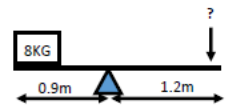
RPM—Revolutions per minute

Output speed = input speed ÷ gear ratio

$$= 60 \text{ (rpm)} \div 3 = 20 \text{ rpm}$$



STRUCTURAL FORCES ON BUILDINGS



To work out FORCE:

$$\text{FORCE} = (\text{LOAD} \times D1)/D2$$

$$\text{FORCE} = (8 \times 0.9) / 1.2$$

$$\text{FORCE} = (7.2) / 1.2$$

Production Aids

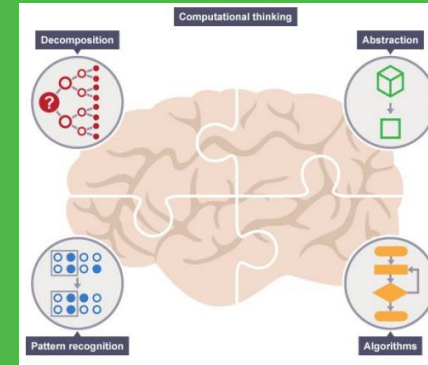
Template	A template is a tool used to mark out shapes repeatedly. For example, if 100 acrylic keyrings are all to be shaped so they are the same, a template could be made to draw around for speed and consistency.
Jig	A jig is device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately and to a high quality. For example, a carpenter making a hole of a specific alignment and depth may use a jig to aid accuracy.
Former	Press forming is also known as Plug and Yoke forming. This process is useful for making three dimensional hollow shapes such as a shallow tray. A two part mould is used to shape a heated sheet of plastic.
Mould	A hollow container used to give shape to molten or hot liquid material when it cools and hardens
Tolerance	When engineering something from timber or metal, digital vernier calipers are often used to measure to 1/100th of 1 mm. When working with timber, a tape measure can be used to measure a correct length to 1 mm. This tolerance is acceptable due to it being a natural material that may warp or twist depending on how dry or wet it is.

Stem will encourage you to use your knowledge of **Science, technology, engineering and maths** to explore ideas, materials and themes.



In addition to subject-specific learning, **STEM** aims to foster inquiring minds, logical reasoning, and team building skills.

Maths/ Computing



Input

Answer = input ("What is your name?")

#Asks the user what their name is and stores their answer to a variable called Answer

Output

print (Answer)

#Prints whatever value is stored in the Answer variable

Computational Thinking Vocab

Computational Thinking	A problem-solving approach that uses techniques from computer science. These techniques include abstraction, decomposition and the development of algorithms. Computational thinking skills are not exclusively used to develop computer systems.
Abstraction	The removal of unnecessary information from a problem in order to make it more solvable.
Decomposition	Breaking a large problem down into smaller solvable problems. The smaller parts can sometimes be solved in a recursive fashion and run repeatedly.
Pattern Recognition	Finding the similarities or patterns among small, decomposed problems that can help us solve more complex problems more efficiently.
Algorithm	A set of instructions which can be followed in order to solve a problem.
Program	Sequences of instructions for a computer.
Programming	The process of writing computer software.
Flow chart	A diagram that shows an algorithm or process, made up of boxes representing steps, decision, inputs and outputs.
Pseudocode	A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.

Geometry and Trigonometry

areas of	
Triangle	base x ½ height
Rectangle	length x width
Circle	πr^2
Volume	
cubes	$A \times A \times A$ or A^3
Cone	$\frac{\pi r^2 h}{3}$
Sphere	$\frac{4}{3} \pi r^3$
cylinder	$\pi r^2 h$ or $\pi \times \text{radius}^2 \times \text{height}$
Circle	$2\pi r$ or πd
Circumference	

The Eatwell guide



The Eatwell guide

The Eatwell guide is a government guide designed to show you the proportions of different foods groups you should eat over a day or more.

Tips on making healthy choices from the eatwell guide:

Fruit and vegetables: eat 5 portions of fruit and vegetables a day, this should make up 1/3 of your plate a day, fresh, canned dried and fruit juice/smoothies all count, don't exceed 150ml of fruit juice/smoothie a day as it can cause tooth decay, try snacking on fruit over high sugar and fat foods,

Potatoes, bread, rice, pasta and other starchy carbohydrates: choose non-sugary cereals, leave the skin on potatoes, choose wholemeal options of foods such as bread, rice and pasta.

Oils and spreads: choose unsaturated fats such as vegetable oils and margarine over butter, use in small amounts.

Dairy and alternatives: choose lower fat options such as skimmed milk and low fat and salt cheese, choose low sugar yogurts and add fruit as a natural sweetener.

Beans, pulses, fish, eggs, meat and other proteins: eat more beans and pulses as they are high in fibre and fill you up for longer, cut the visible fat off meat, choose lower fat meat options, eat 2 portions of fish a week.

Water: drink 2-3 litres of water a day, choose lower sugar option drinks.

Reference intake

Example exam questions:

How can I make healthy choices when choosing foods from the 'beans, pulses, fish, eggs meat and other proteins' section of the guide? (3 marks)

How much of my plate should be made up of fruit and vegetables per day? (1 mark)

How many grams of saturated fat is it recommended not to exceed per day? (1 mark)

Why is recommended not to exceed 6g of salt per day? (2 marks)

How can someone use the traffic light system to help them make healthy choices? (6 marks)

You'll see reference intakes referred to on food labels. They show you the maximum amount of calories and nutrients you should eat in a day. Most packaging has a colour coded label on the front to help you make healthy choices.

Reference in take amounts:

Kcal (calories) - 2000

Total Fat - 70g

Saturated fat - 20g

Sugar - 90g

Salt - less than 6g

Each serving (150g) contains				
Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%
of an adult's reference intake				
Typical values (as sold) per 100g: 697kJ/ 167kcal				

Red means HIGH in that nutrient
Amber means MEDIUM in that nutrient
Green means LOW in that nutrient

Reference intakes are not meant to be targets. They just give you a rough idea of how much energy you should be eating each day, and how much fat, sugar, salt and so on.

The percentages represent how much of your reference intake is in the product, e.g. the product has 3.0g of FAT in it, that is 4% of 70g of fat.

Extra Learning Voluntary

What is Textiles and what is a Textile Designer?

- A textile is a type of woven cloth.
- A textile designer comes up with innovative ideas, **designs** and prints for a variety of fabrics, clothing and non-clothing materials, furnishing materials, industrial fabrics and other related materials, using both natural and manmade fibres.

Tools and equipment



Embroidery Scissors

Used to cut off loose threads when sewing



Embroidery thread

Thick, colourful thread using for decoration in hand embroidery



Embroidery needle

Needle with a large eye so the thread can fit through. Used to sew decoration onto fabric.



Embroidery hoop

Used to keep fabric taught (tight) so that it doesn't crease or bunch when sewing



Un-picker

Used to cut through stitches and thread. Usually used to amend mistakes.



Sewing machine

Used to join fabric together, construct garments and textiles and also for decoration.

Example exam questions:

- Give an example of a synthetic material. (1 mark)
- Explain the term 'textile design'. (2 marks)
- What is an un-picker used for?. (1 mark)
- Name one different between a sewing needle and an embroidery needle. (1 mark)



Fabrics

Natural Fabrics

Cotton - produced from a cotton ball. Cotton is a soft breathable fabric used to make many fabrics for many uses. Can hold strong, bright colours when dyed.

Linen - produced from the flax plant. Linen is a strong, absorbent fabric and dries quickly.

Wool - produced commonly from sheep but also other animals such as goats and rabbits. Wool is insulating and water resistant.

Silk - the silk work produces a silk cocoon which is processed into silk. Silk is light and comfortable, has good insulating properties (warm in winter, cool in summer) and is strong.

Synthetic fabrics

Polyester - manmade from coal, water and petroleum. Polyester resilient fabric and can with stand a lot of wear an tear, holds dye well.

Nylon - manmade from petroleum, gas, coal and other materials. Nylon is a silky, strong and elasticated fabric.

Regenerated Fibre - Viscose is known as a regenerated fibre as it is made from cellulose found in wood pulp. It is often regarded as only partially man-made. It's a light, airy, breathable and biodegradable.

Bonded fabrics - Blended fabrics are created when two or more different kinds of fibres are mixed together to create a new fabric with unique properties e.g. polycotton.

Extra Learning Voluntary - Decorative techniques

Applique

Applique is attaching shapes and patterns of fabric onto a larger piece of fabric to form a picture or pattern. Is it commonly used as decoration. The fabric can be attached by bondaweb or sewed using a machine or by hand.



Materials Required

Bondaweb, a variety of fabrics, tracing paper (if required and an iron.

How to do Applique

- Draw a simple design
- Trace the design onto the Bondaweb - on the smooth side
- When using letters or words, you must do a mirror image using tracing paper
- Label each colour that you want to use on your design
- Select each colour fabric from the scrap fabric draws
- Cut roughly each section of the Bondaweb - this will be ironed onto each colour
- Iron onto the coloured fabric that you have selected - place the Bondaweb and the fabric in between two pieces of paper in case the design sticks to the iron or the ironing board
- Cut out each shape
- Collect a larger swatch to put your applique onto
- Return to the iron, with your swatch and sections of your design
- Peel back the paper from your cut out design and lay onto the larger swatch
- Make sure that the applique is the correct way - place the design between two pieces of paper in case the design sticks to the iron or the ironing board
- Iron onto the larger swatch

Example exam questions:

Explain how to complete an applique sample when using Bondaweb (8 marks)

List 3 piece of equipment needed when completing hand embroidery. (3 marks)

Name one disadvantage of hand embroidery. (1 mark)

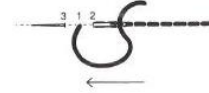
Explain what the term 'applique' means. (2 marks)

Hand stitch

CHAIN STITCH



BACK STITCH

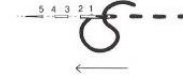


LONG & SHORT STITCH

In the first row, work short and long stitches alternately. In the following rows, all the stitches are long.



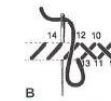
RUNNING STITCH



CROSS STITCH



A



B

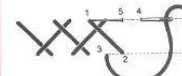
Double Cross Variation



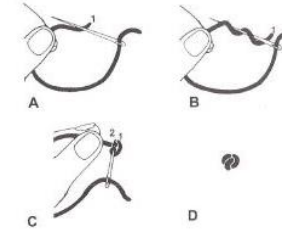
C

D

HERRINGBONE STITCH



FRENCH KNOT



Materials required

Embroidery needle, thread, fabric, embroidery hoop.

Advantages of hand embroidery:

- Control over length of stitches
- Range of stitches to choose from

Disadvantages of hand embroidery:

- Time consuming
- Must be tied off correctly or will unravel
- Thread can get caught and tangled.

Extra Learning Voluntary - Do you know about sewing machines?

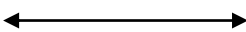
Patterns

Patterns are used as a template when making textiles and fashion garments. They instruct you where to cut, sew, add zips and any other details you may need to know.

Pattern symbols



Notch - Pattern notches are small marks made on the pattern to ensure that one pattern piece will match up to the pattern next to it.



Grain line - this is the direction on the fabric that the pattern should be cut. Some things are cut on the grain line, other are cut on the bias which is diagonal to the grain line.




Seam Allowance - This is the space between the edge of the fabric and the sew line. Cut along this line when cutting out fabric from a pattern, this allows room for sewing it together. The seam allowance is usually 1cm.

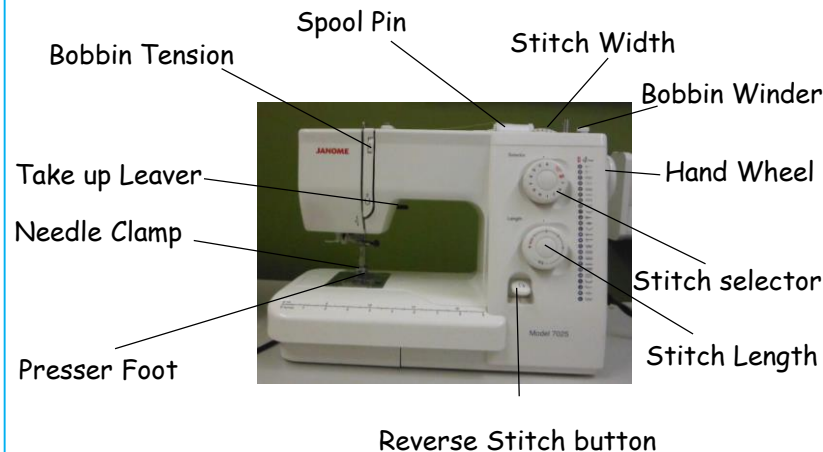


Sewing line - Sew along this line when constructing your textile/garment.

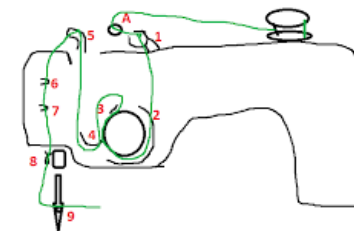
Example exam questions:

- Why are notches used on pattern pieces. (2 marks)
- Explain the advantages of using a sewing machine to construct textiles over hand sewing. (3 marks)
- Why would the reverse stitch button be used when constructing a textile? (2 marks)
- What is a bobbin used for? (2 marks)
- Why is a seam allowance important? (3 marks)
- What does this symbol mean on a pattern? (2 marks) 
- Name two disadvantages of using a sewing machine for embroidery. (2 marks)

Sewing Machine



How to thread a sewing machine



Materials required

Sewing machine, fabric, thread, scissors

Advantages of sewing machines

- Quick embroidery
- Secure stitching and construction
- Quick to use a range of stitches are available

Disadvantages sewing machines:

- Must understand how to use a sewing machine
- Can take some time to unpick incorrect stitches
- Less control over stitch lengths
- Cannot use wide a variety of different threads



Year 7 Knowledge Organiser: Settlements



Topics covered

- ✓ What is a settlement?
- ✓ Settlement sites
- ✓ Site factors
- ✓ Settlement hierarchy
- ✓ Settlement functions
- ✓ Mega-cities
- ✓ Impossible cities
- ✓ Future Cities

Key Ideas:

1. I can describe settlement characteristics (area size, population, services)
2. I can describe settlement site factors (where people choose to live)
3. I can explain how and why settlements can grow (migration/birth rates)
4. I can suggest how some cities are becoming more 'sustainable'

Skills

- ❑ Recognising geographical features from maps
- ❑ Describing geographical features from images
- ❑ Describing a distribution on a global scale
- ❑ Research using ICT
- ❑ Creating an informative leaflet
- ❑ Designing using MSOffice

Places and Environments

- ❖ Norwich
- ❖ London
- ❖ Rio de Janeiro
- ❖ Maldives
- ❖ Las Vegas

Key Terms Used in this Unit

- ❑ Site factors
- ❑ Aspect
- ❑ Raw materials
- ❑ Population
- ❑ Terrain
- ❑ Springs
- ❑ Bridging point
- ❑ Route centre
- ❑ Services
- ❑ Administration
- ❑ Residential
- ❑ Industrial
- ❑ Migration
- ❑ Employment
- ❑ Growth
- ❑ Arid
- ❑ Xeriscaping
- ❑ Sustainable

Space and place

Take a deep breath and inhale some fresh air! Oxygen is being released by the living plants around you as they store Carbon.

How many people occupy your surrounding area, imagine this could be a 50 meter square. Are there people in houses, on the street etc? What would the density be for a 1000m²!?

Use adjectives and geography key terms e.g. built-up, urban, residential, suburbs, spacious, crowded etc to describe your surrounding environment in a two minute un-interrupted speech! No pauses or hesitations allowed.

Time warp! How would your immediate surroundings have looked 10, 25, 50, 100, 500 and 10,000 years ago? Don't forget that 10,000 years ago the ice age had only just ended, so how would the frozen/thawing landscape have appeared?

Sketch a view from your bedroom/garden etc – try to label man-made and natural features



Summary

Programming is writing computer code to create a program, in order to solve a problem. Programs consist of a series of instructions to tell a computer exactly what to do and how to do it.

An algorithm is a set of instructions that describes how to get something done. It is crucial that the steps in an algorithm are sequenced and performed in the right order - otherwise the algorithm will not work correctly. Algorithms can be designed using pseudocode and flow charts. They are written using statements and expressions. There are three basic building blocks (constructs) to use when designing algorithms: sequencing, selection and iteration. We create programs to implement algorithms. Algorithms consist of steps, where programs consist of statements.

In programming, iteration is often referred to as 'looping', because when a program iterates it 'loops' to an earlier step. It is implemented using FOR and WHILE statements. Selection is implemented in programming using IF statements.

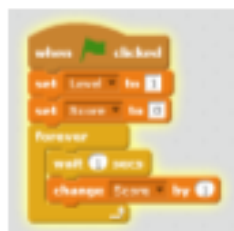
Key Vocabulary

Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Instruction	A single action that can be performed by a computer processor.
Programming	The process of writing computer software.
Programming language	A language used by a programmer to write a piece of software. There are many programming languages.
Pseudocode	A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.
Variable	In a computer program, this is a memory location where values are stored.

Variable

Computer programs use variables to store information.

Variables could be used to store the score in a game, the number of cars in a car park or the cost of items on a till. They work in a similar way to algebra, where a letter in your code can stand for a number.



Selection

Selection is a decision or question.

At some point, a program may need to ask a question because it has reached a step where one or more options are available. Depending on the answer given, the program will follow a certain step and ignore the others.



Sequencing

Sequencing is the specific order in which instructions are performed in an algorithm.

Algorithms consist of instructions that are carried out



Iteration

Iteration is the process of repeating steps.

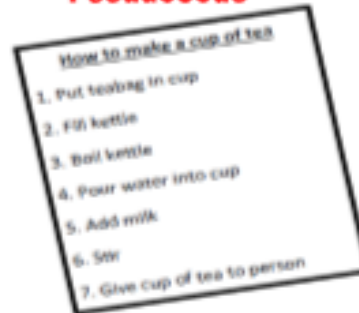
Iteration allows us to simplify our algorithm by stating that we will repeat certain steps until told otherwise. This makes designing algorithms quicker and simpler because they don't have to include lots of unnecessary steps.



Algorithms

Algorithms can be represented as pseudocode or a flowchart, and programming is the translation of these into a computer program.

Pseudocode



Flowchart



<http://bit.ly/2qg4ZE6>



Religious Symbols and Creation

- Christianity- Cross- Jesus died on the Cross
- Buddhism- Wheel- Represents Noble Eightfold Path
- Judaism- Represents the star of David
- Sikhism- The Khalsa
- Hinduism- Aum
- Islam- Star and Moon
- Islam and Christianity believe that God created the universe and everything within it
- Big Bang theory- Scientific, explosion

The Story of Passover

- Hebrews kept as slaves in Egypt
- Moses asked to be set free but was not allowed by Pharaoh
- Moses set curses on Egypt
- They were still not allowed to be free
- Moses' last curse was to say that the first born of every family would be killed. The only way to escape this was to paint lambs blood over the door of your house, then the curse would 'pass over' you.

Key Words	Key Symbols	Key Themes/Concepts
<p>Sign- tells us information</p> <p>Symbol- stands for something else</p> <p>Cedar plate-plate used to celebrate Passover</p> <p>Passover- Jewish story of the freeing of Hebrew slaves</p> <p>Creation- where did it all begin?</p>		<ul style="list-style-type: none"> • The difference between a sign and symbol • The difference between a religious and a spiritual symbol • Religious symbols from the 6 main world religions • The story of Passover • The Prince of Egypt as a case study of the story of Passover • Pandora's box • Religious and scientific ideas about creation

Big Think: Optional work to think about. What does it mean to say God became human in Christianity?

What do Christians believe about Jesus?

- **CHRISTIANS** believe that the son of **GOD** became flesh in order to be the saviour of **MANKIND**
- Jesus was conceived and born with a mother called **MARY**. He also experienced **AGEING**, he grew up.
- Jesus had to be human in order to shed **BLOOD** for the forgiveness of human **SINS**. Jesus was sacrificed and needed to **DIE** as part of God's plan. A blood sacrifice requires a body of **FLESH & blood**. In Hebrews 9:22 it states that 'without the shedding of blood, there is no **FORGIVENESS** of sins'.
- We don't know whether people who lived at the time of Jesus, even many of those who followed him and believed that he was teaching the truth, knew anything about the circumstances of his birth.
- He is often referred to as Jesus of Nazareth but there is little mention of **Bethlehem**, where he was born, apart from in stories of his birth.
- For Christians, the belief that Jesus was **God** in human form is more important than the details of his birth.
- did not conceive Jesus sexually. In both cases the angel explains that the conception was no ordinary conception and that the child would be no ordinary child.
- Mark and John did not include any information about the birth of Jesus. Maybe they did not think the story important, but they are both clear that Jesus is the **Son of God**.

Key words

Incarnation	Becoming flesh, taking human form.
Resurrection	Rising from the dead.
Blasphemy	A religious offence, which includes claiming to be God
Agape	The unconditional love God has for mankind.
Repent	To ask for forgiveness for the sins you have committed.
Atonement	The reconciliation of God and humankind through the actions of Christ's life, suffering and death. Christians believe that Jesus sacrificed his life on the cross so that human sin could be forgiven.
Redemption	The deliverance or salvation from sin. Christians believe that by showing God that you are truly sorry for your actions, you can atone (make up) for your guilt and then your sins would be forgiven.

Although many people question the virgin conception because it is not a natural thing to happen and is unlikely that it has happened. For Christians it is very important. It gives evidence for the belief shared by all Christians, that Jesus is **God** incarnate—made flesh in human form. Fully **God**, yet fully human and part of the Trinity.

Quotes from the Bible

Showing evidence of Jesus' humanity

1. ...and as they sailed he fell asleep. And a windstorm came down on the lake, and they were filling with water and were in danger.
2. And after fasting forty days and forty nights, he was hungry.
3. And there appeared to him an angel from heaven, strengthening him. And being in an agony he prayed more earnestly; and his sweat became like great drops of blood falling down to the ground.
4. But one of the soldiers pierced his side with a spear, and at once there came out blood and water
5. These things I have spoken to you, that my joy may be in you, and that your joy may be full.
6. And he looked around at them with anger, grieved at their hardness of heart, and said to the man, "Stretch out your hand." He stretched it out, and his hand was restored.

Instead of telling the story of Jesus' conception and birth in his gospel, John is more interested in the meaning of it:

This gives clear support to the Christian belief that Jesus was God incarnate, in the flesh as man.

The belief that God is incarnate makes it easier for Christians to explain and accept As truth some of his actions on earth, including his miracles and resurrection.

When Jesus was baptised, a voice from the heavens said "You are my son".

On one occasion the disciple Peter referred to Jesus as The Christ. During this conversation at Ceasera Phillipi, Jesus immediately warned the disciples that they should not use this term on him, possibly because his opponents would have him arrested for blasphemy.

According to one of the Gospel accounts, Jesus later accepted it's use for himself at his trial when he was asked a direct question.

"Again the high priest asked him, 'Are you the Christ the Son of the Blessed One?' 'I am,' said Jesus." *Mark 1:61b-62a [NIV]*

"When Jesus was baptised, a voice from Heaven said 'You are my Son'." *Mark 1:11 [NIV]*

"You may believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name." *John 21:31[NIV]*



Does our behaviour really matter? In JK Rowling's book: Harry Potter and the Goblet of Fire, Albus Dumbledore says **"We must all face the choice between what is right and what is easy."**

Lent offers Christians a time to reflect on their behaviour and the choices they have made for example if they have been selfish or if they have taken time to think of others. It is a time to prepare, and rethink. A time to seek reconciliation, a renewal of faith and a new direction. Lent enables Christians re-evaluate their conduct and relationships in all aspects of their life and to look at the direction life is leading them.

Jesus is tested in the wilderness: Matthew 4: 1-11 New Revised Standard Version

Jesus in the Desert: Macha Chmakoff



4 Then Jesus was led by the Spirit into the wilderness to be tempted^[a] by the devil. ² After fasting for forty days and forty nights, he was hungry. ³ The tempter came to him and said, 'If you are the Son of God, tell these stones to become bread.' ⁴ Jesus answered, 'It is written: "Man shall not live on bread alone, but on every word that comes from the mouth of God."^[b] ⁵ Then the devil took him to the holy city and set him on the highest point of the temple. ⁶ 'If you are the Son of God,' he said, 'throw yourself down.

For it is written: "'He will command his angels concerning you, and they will lift you up in their hands, so that you will not strike your foot against a stone."^[c]

⁷ Jesus answered him, 'It is also written: "Do not put the Lord your God to the test."^[d] ⁸ Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendour. ⁹ 'All this I will give you,' he said, 'if you will bow down and worship me.' ¹⁰ Jesus said to him, 'Away from

me, Satan! For it is written: "Worship the Lord your God, and serve him only."^[e] ¹¹ Then the devil left him, and angels came and attended him.

Lent is a key Christian festival where people reflect on their lives. Jesus was tested in the wilderness. People often set themselves challenges ahead of Holy Week culminating in Easter Sunday. They try to be kinder or give something up.



The film Hail Caesar! follows a day in the life of Eddie Mannix, a Hollywood fixer for Capitol Pictures in the 1950s, who cleans up and solves problems for big names and stars in the industry. At times Eddie's life is filled with the dilemma of making the right choices and decisions:

<https://www.youtube.com/watch?v=UILLd-uBMk4>

Reflect/think about a time: In the clip the Eddie has gone to talk through things with a priest, his lifestyle choices and behaviour.



Why do you think Eddie felt the need to talk things through?

What impact had Eddie's choices had on him?

When Eddie talks about a decision he has to make, the Priest talks about the inner voice and listen to the voice until you hear what is right.

Have you ever had an experience like Eddie's?

EXPERIENCES that can help us ENCOUNTER:

How might choices and random acts of kindness and generosity help us grow?

Watch this video clip from the film the Fight Within and hear how a chance decision to act generously to a stranger, leads to an unexpected exploration about making decisions and choices.

<https://www.youtube.com/watch?v=fOzp6IplsNY>

What do you think prompted the man to buy and share pizza? What other things were shared other than pizza? Who benefitted from the encounter?

In the Christian tradition the word stone or rock has many symbolic meanings. The word stone and rock are used over 400 times in the bible and signify strength, steadiness, protection and durability. 'So I will call you Peter, which means "a rock." On this rock I will build my church, and death itself will not have any power over it.' (Matthew 16:18) Peter had followed Jesus but he had not always behaved well or made good choices in his life. However, Peter was the first to recognise Jesus as the Messiah. Jesus knew that Peter would go onto betray him but did not give up on Peter. He could see how in the future, he could trust Peter and how Peter would ensure that the message of salvation for God's people would spread across the world. Read the account (Matthew 19:13-18)

Draw a stone and cut it out or find a small stone from the garden wash and dry it and use an indelible Sharpie) or glitter glue pen. Think about all the good habits, actions and behaviours you want to develop or improve e.g. kindness, selflessness, faithful generosity etc. Then place your 'stone'/'rock' somewhere in your room where you will see it every morning and evening as a reminder of your intention.



Five Ways to Wellbeing Activity Sheet

Use the challenges on this sheet to help your child feel better and find ways of managing their own mental wellbeing.

Why not cut them all out and encourage them to choose one or two per day to do. Once they have tried them all they can pick their favourites to do regularly.



Be active



Do a half an hour walk around the local area and write about what you saw when you get back including how it made you feel.



Set up an indoor obstacle course to get your heart rate up



Have a kitchen disco with your household – each pick your favourite songs and do your most energetic dancing together.

Connect



Write a letter to someone that you haven't seen for a long time. Ask how they are and tell them how you have been feeling. Draw pictures or take photos to print and go with it.

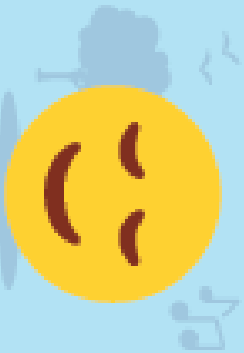


Make contact with a friend from school – ask a parent to help you set up a video call so that you can see each other and talk.

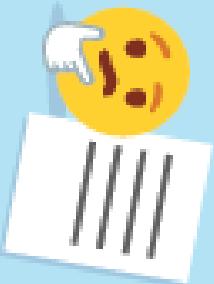


Connect with those you live with by spending time playing a board game together.

Take notice



Sit outside and listen to the birds sing, and notice what other sounds you can hear.



Write a list of the three things you look forward to doing the most when we are allowed to do them again.



Go for a walk in your local park and look at the trees around you noticing what colour the leaves are. Write about what you see and how it made you feel.

Learn



Choose something you are interested in and spend some time reading about it and learning interesting facts to tell people.



Choose a country you might like to visit one day and learn five words from the language.

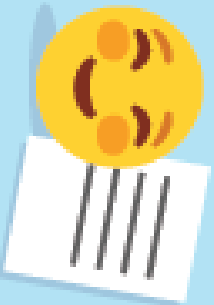


Learn to cook a meal with the person in the household that usually cooks. Help them with the preparation and the clearing up.

Give



Make a homemade card to send to a friend or family member that you can't see at the moment.



Write a list of the things you appreciate most about the people you live with and let them see it.



Help with some of the chores around the house whether it's doing the hoovering or putting the socks.

KS3 Football

Rules and regulations of the game

Each game consists of **90 minutes** (45 minutes in each half) with **11 players on each team**.

The game is controlled by a referee, assistant referee and other officials to ensure the games are played fairly and within the rules.

The team who scores most goals at the end of the game wins.

Penalty - This happens when a direct foul is committed in the penalty area of either side of the pitch.

Direct Foul - This happens when a player makes illegal contact with an opposing player without winning the ball. A free kick is awarded and the opposition player must stand 10 yards away.

Indirect Foul - An indirect free kick is awarded for less serious fouls such as handball, offside, and the goalkeeper picking up a back pass. An opposing player must still be 10 yards away but the ball must touch another player before a shot can be had.

Offside - A player is in an offside position if, when the ball is played by a team-mate, they are nearer to the opposition's goal line than both the ball and the second last opponent. An indirect free kick is then awarded to the other team.

Players and Substitutes - A team can field only 11 players at any one time. Their squad can consist of 7 substitutes from which only 3 can be fielded. A team cannot substitute a player who has been shown a red card.

<http://www.thefa.com/football-rules-governance/lawsandrules>



Key positions

Goalkeeper - This person guards the goal and is able to use their hands to stop and catch shots and crosses.

Defender - This person helps to protect the goal by marking and tackling opposition as they approach. The main job is to protect the Goalkeeper.

Midfielder - This person works between defending and attacking. They often win the ball and try and create attacks. They play in the middle of the pitch.

Attacker - This person works on scoring goals for their team.



The image above shows the variety of positions, most common on the field of play.

Tactics

Tactics in football can vary from team to team and can be determined by the formations each team plays. **Common formations can include 4-4-2, 4-1-4-1, 4-2-3-1, 3-5-2 and 4-3-3.**

Each formation and tactic has a style of play. The following are used most frequently:

High-Press – This involves chasing the ball from the opposition higher up the pitch. This tactic works on the precedent that the higher up the pitch you win the ball, the short distance you have to go to get into a goal scoring position. The attackers defend first and the midfield aim to win the ball in the opposition half.

Tiki-Taka – This requires intricate passing and fluid movement between every player on the field, the key to its success is overloading the midfield area with technically skilful players who can retain possession of the football.

Counter-attack – A counter-attack starts when a team steals the ball and launch into an attack at speed. The tactic involves dropping deep, allowing the opposition to have the ball and come forward with it, committing players forward and leaving gaps in behind as they go.

<https://blog.pitchero.com/football-tactics-explained>

Playing between the lines is another tactic which teams try to use. This is the space between each area of the team. I.e. the defence and the midfield. Playing the ball in this area can make defending more difficult for a team.



Key Skills

Passing – There are many ways to pass a football. Using the instep of your foot, outside of the foot and top (laces) part of the foot.

- Place the non-kicking foot next to the ball
- Using flexion, lift the kicking foot back ensuring the part of the foot you aim to use has been angled correctly.
- Keep your eye on the ball
- Ensure your head and upper body are placed over the ball to provide better control and balance.

Dribbling – It is important to keep the ball under close control to outwit your opponent when dribbling.

- Keep the ball close to you to ensure better control.
- Use the inside and outside of both feet.
- Take quick, small steps.
- Dribble with your head up to see spaces and opponent.

Shooting – Just like passing, there are a number of ways to shoot.

- Observe the goalkeeper's position.
- Put your non-kicking foot alongside the ball
- Keep your head down and your eyes on the ball
- Keep your body over the ball.
- Make contact with the side of the foot for accuracy and top of the foot for power.

Control – Having the ball under control helps to prepare and perform your next move with in the game.

- Keep your eye on the ball to monitor the speed and direction of the balls movement.
- Move your body behind the ball to cushion it and slow the ball down

Definitions and Key terminology

Corner Kick: A kick taken from the corner of the field by an attacker. The corner kick is awarded when the ball has passed over the goal line after last touching a defensive player.

Cross: A pass played across the face of a goal.

Dribble: Keeping control of the ball while running.

Foul: Any illegal play.

Free Kick: A kick awarded to an opposition player when a player has committed a foul.

Give and Go: (also known as a 1-2) When a player passes the ball to a teammate, who immediately one-touch passes the ball back to the first player.

Goal Kick: A goal kick is awarded to the defending team when the ball is played over the goal line by the attacker.

Man to Man Marking: A defensive system where defenders are designated one attacking player to track continuously.

Offside: A player is in an offside position if he is nearer to his opponent's goal line than both the ball and the second-to-last opponent. This does not apply if the players is on their half of the field.

Penalty Spot: The marked spot 12 yards from the goal line from which a penalty kick is taken.

Penalty: A penalty kick is awarded when a foul has been committed inside the penalty area in front of the goal.

Tackle: To take the ball away from the opponent using the feet.

Through Pass: A pass played past defenders into free space to allow a teammate to run onto the ball.

Throw-In: The ball is thrown in after the ball has crossed the touch line. A player taking a throw in must have both feet on or behind the touch line and must use a two-handed throw made from behind the head.

Zonal Marking: A defensive system where defenders mark a designated area of the field of play instead of tracking players across the pitch.

KS3 Netball

Rules and regulations of the game

- 1. Obstruction** – a player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. This distance is measured from the landing foot of the player in possession of the ball.
- 2. Footwork** – the landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction. If a player lands on two feet simultaneously, you may take a step in any direction with one foot.
- 3. Contact** – contact occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate. Interference may occur through physical contact, placing hand(s) on the ball held by an opponent and while holding the ball, pushing it into an opponent.
- 4. Replayed ball** – a player may not replay the ball. Specifically you cannot; lose control of the ball and pick it up again, catch a rebound from a shot on goal if the ball has not touched the post or another player, toss the ball into the air and catch it again without it being touched by another player.
- 5. Offside** – a player with or without the ball cannot move into an area of the court that is not designated for their position.
- 6. Held ball** – when a player has possession of the ball for more than three seconds without passing it.

<https://www.englandnetball.co.uk/>

<https://www.englandnetball.co.uk/make-the-game/officiating/rules-updates/>

Key positions

- Goal shooter – to score goals and to work in and around the circle with the GA
- Goal attack – to feed and work with GS and to score goals
- Wing attack – to feed the circle players giving them shooting opportunities
- Centre – to take the centre pass and to link the defence and attack
- Wing defence – to look for interceptions and prevent the WA from feeding the circle
- Goal defence – to win the ball and reduce the effectiveness of the GA
- Goal keeper – to work the GD and to prevent the GA/GS from scoring goals



Tactics

- Reading the play – good netball players have the ability to be able to read the play and immediately react to it and predict what will happen.
- Positioning – good netball players are able to position themselves between their player and the ball or in the goal area between the shooter and the ring. Good players are also able to position themselves so as not to crowd one area of the court, and have the awareness to move out of a crowded area and into space.
- Timing – timing is an essential part of netball and all good netball players have the ability to time their movements to near perfection. Good netballers also have the ability to time their pass of the ball so it is just in front of the player that they are passing to in order for the player to run onto the ball, and not have to stop and turn to get the pass.
- Communication – in a game of netball, communication is a key area, and good netballers have the ability to communicate with their team mates on and off the court in the most effective ways.
- Skill selection – skill selection is a major reason for good players being successful, this is due to the players having the decision making skills to know when to use what type of pass, who to pass to and where they need to be on court.

Introduction to tactics - <https://www.youtube.com/watch?v=WvRNenTQ9rk>

Defensive tactics - <https://www.youtube.com/watch?v=4c-bMycWm2A>

Attacking and passing ideas - <https://www.youtube.com/watch?v=P9qu84KmWv4>

Key Skills

Bounce pass Stage one; feet shoulder width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in. Stage two; step in the direction of the pass, through extending your legs, back and arms. The wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest pass Stage one; stand with feet shoulder width and on the balls of your feet, with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directing behind the ball and fingers comfortably spread. Stage two; the ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending their legs, back and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down. Stage three; the back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Shoulder pass Stage one; player's feet should be shoulder width apart in opposition. Opposite foot forward to throwing arm. Stand on balls of feet with toes pointing toward target, and knees slightly bent. Hold the ball at head height, slightly behind your head. Elbow should be at a 90degree angle. Fingers spread behind the ball. Stage two; step in the direction of the pass by transferring your body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend your arm and wrist. Point your fingers in the same direction as the pass, with palms facing down.

Shooting Stage one; stand with feet shoulder width apart on the balls of your feet, keep the body straight in a forward-facing position. Stage two; place non-shooting hand on the side of the ball and the shooting hand at the back of the ball. Fingers are slightly open, with the ball resting in the fingers, holding the ball high above the head. Elbows slightly flexed, lined in the direction of the post. Flex knees and elbows, not allowing the ball to drop behind your head. Stage three; extend the ankles, knees and elbows. Flex the wrists as the ball is released off the fingers. Straighten your legs by extending the knees at the same time as you release the ball. End the shot standing on tiptoes with your arms extended and fingers pointing towards the ring.

Pivoting Stage one; run towards the ball and jump by extending the legs and ankles. Keep your eyes firmly fixed on the ball. Bring your hands out in front of your body at chest height with fingers spread open and pointing up. Stage two; in the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the group. Flex your knee and ankle as your foot hits the floor. Stage three; stand with knees slightly bent and your feet shoulder width apart. Bring the ball into your body to protect it. Pivot by rotating yourself on the ball of your landing foot. Keep your upper body straight and head up. Make sure the hip of your pivoting leg is pointing in the direction you are aiming to pass the ball in. You can move or step with the other foot any number of times. You are not allowed to lift the foot you are pivoting on before you release the ball.



Definitions and Key terminology

Bounce pass; a bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Centre circle; is the circle in the middle of the court. It is where the centre starts the game after a goal.

Chest pass; a chest pass is a very fast and flat pass. This enables a team to move quickly up a court in a precise and accurate fashion.

Contact; when a players physical action interferes with their opponents ability to play whether accidental or deliberate.

Dodging; a quick change in direction aimed at losing your opponent to get the ball.

Feeding; when a player passes the ball into the goal circle from outside the ring.

Shoulder pass; a shoulder pass is a very dynamic, fast and long pass. This enables a team to switch positions on court very quickly to find a player in space or break defensive screens.

Pivoting; the pivoting action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Rebound; jumping to recover the ball in the goal area after a missed shot.

Spatial awareness; a player's ability to understand their place in a space without running into or crowding other players.

KS3 Handball

Rules and regulations of the game

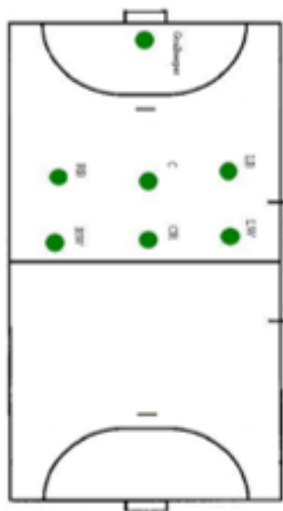
Each match consists of **two periods of 30 minutes** each.
 Each team consists of **7 players; a goalkeeper and 6 outfield players**.
 There is semi-circle area around each goal area. There is also a dashed semi-circle line which lies 9 metres from goal, which is the free throw line.
 Outfield players can touch the ball with any part of their body that is above the knee.
 Once a player receives possession, they can pass, hold possession or shoot.
 If a player holds possession, they **can dribble or take three steps** for up to **three seconds** without dribbling.
 Only the goalkeeper is allowed to come into contact with the floor of the goal area.
Goalkeepers are allowed out of the goal area but must not retain possession if they are outside the goal area.
 To win in handball you must score more than your opponent.
 If the game is drawn then there must be a winner; then periods of overtime with a maximum of 2x 5 minute periods are played. If the scores are still level, a shoot-out is used to determine the result of the game.

<https://www.englishhandball.com/>



Key positions

Goalie: This player defends the team goal against the opposition who are attempting to score goals. The goalkeeper is the player permitted to field inside the goal area and the only player who can use his legs to kick the ball.
Left and Right backs: When defending, these players will block the shots and pass to the centre. This players also attack and will usually shoot from longer distances.
Centre: Both an attacking and defensive player which is also called a 'playmaker'. They are positioned largely around the midcourt area and their role is to initiate the offensive play, shoot, or try to penetrate the opponent's defence.
Left and Right wingers: These players will be aiming to score the goals to win the game from difficult angles. Every player can act as an attacker during the game and these players will use pace to create openings to score.
Circle player/runner: The main player in attack who helps defend from the front and creates openings for teammates and gets into shooting positions.



Definitions and Key terminology

Block (blocking the ball): This relates to the body of a player interfering with the normal shot of the receiver.
Bounced Shot: This is a when a player is shooting at the goal with the ball hitting the floor on its way.
Corner Throw: The handball corner throw is given when the ball is played over the goal line (or either side of the goal) by a defending player.
Court Player: All outfield players are called court players. This does not include goalkeepers.
Court Referee: The court referee stays behind the attacking team. He watches for any defensive or offensive fouls or possession violations committed by the court players.
Dive Shot: It is a way of shooting by jumping above the floor towards the goal. It is done without touching the d-line.
Exclusion: Exclusions occur for assault. The excluded player's team has to play with one player less for the rest of the game.
Faking: This is a tactic used to trick the opponent with a hand or body movement e.g. fake pass, fake shot etc.
Goal Area: A D-shaped area six metres from the goal that is used only by the goalkeeper.
Man Marking: A defensive strategy where a defender marks a specific opposition player to guard in the game.
Rebound: The term referring the way the ball bounces backwards after hitting the bars of the goal post.
Zone Defence Systems: A handball zone defence system means a team marking the area of the pitch instead of marking an individual player.

Key Skills

www.bbc.co.uk/bitesize/guides/z32qmb/revision/5

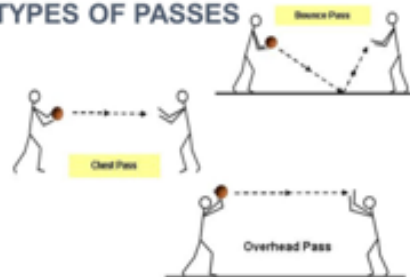
Catching – Stand shoulder width apart, facing the direction of the ball. Move towards the ball and move hands towards the ball and once caught, close fingers around the ball and flex your elbows to bring the ball into your chest.

Shoulder / Overhead pass – Stand shoulder width apart and sideways on. The throwing arm should be behind your head at a 90° angle and the non-throwing arm should be pointing towards your intended target. Finally, transfer your weight from your back foot to your front foot, rotating your hips towards the target. Follow through the pass with your throwing arm pointing towards the target.

Bounce pass – Hands should be in a W shape on the ball with your elbows out. Pass is made from chest and should be bounced just over ½ way between the passer and the retriever. As the ball is released, step forward to ensure more power is given.

Chest pass – Holding the ball at the chest, keep two hands behind the ball with elbows out. Push the ball in a horizontal motion and step forward as the ball is released.

TYPES OF PASSES



Vertical Jump Shot – This is a power and speed shot towards goal. Face the target and be on your toes. Extend your knees, transferring your body weight from low to high. Release the ball at its highest point of the jump and throw sharply downwards towards the goal.

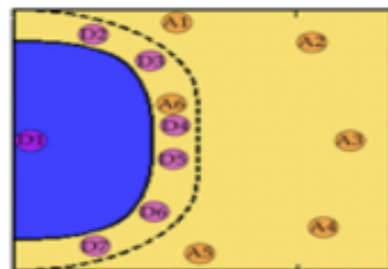
Dribbling – Be on your toes and stand shoulder width apart. Using your fingertips, push the ball downwards, extending the shoulder and elbow and flexing the wrist. Keep your head up and the ball a maximum of 1m in front of you. Bounce the ball at waist level and repeat the technical skill to maintain the bounce.



Tactics

The most common formations can be 6:0 (six players on the goal area line), 5:1 (5 players on the goal area line, one player in front of them), 4:2, 3:2:1 (open defence), or 3:3, 1:5 (open defence).

Zone Defence is a standard tactic to ensure a team protects their area and goal. When a team loses possession, the aim to retreat and form a barrier around the area to avoid conceding a goal. Each defender protects one area of the court.



Sidestepping is a skill which can be both tactical and technical. It is an element of the attacker's basic movement. They will perform a side-step by continually moving sideways mainly across the width of the handball court dimensions to create a space for a pass or dribble.

KS3 Rugby

Rules and regulations of the game



Each game consists of **80 minutes** (40 minutes in each half) with **15 players on each team**. The aim of the game is simple - use the ball to score more points than the other team. You can run with the ball, kick it and pass it, but passing forwards is not allowed. Rugby union is a contact sport, so you can tackle an opponent in order to get the ball, as long as you stay within the rules.

There is a referee, aided by two touch judges (one on each side of the pitch), to decide how the rules should be applied during a game.

There are several ways to score points.

A try - five points are awarded for touching the ball down in your opponent's goal area.

A conversion - two points are added for a successful kick through the goalposts after a try.

A goal kick - three points are awarded for a penalty kick or drop goal through the posts.

Penalty - is given if there is an infringement of the rules

Offside - If a player is in front of a team-mate in possession of the ball, or in front of a team-mate who last played the ball, they will be offside if they:

Actively try to play the ball

Do not retreat within 10m of an opponent who is waiting for the ball

Move towards the opponents or the place where the ball lands without first coming back onside

The referee will award a penalty at the place where the offence took place.

Players and Substitutes - A team can field only 15 players at any one time. Their squad can consist of 8 substitutes/replacements- Some can come off the bench due to injuries, while others are substitutions are for tactical reasons. A team cannot substitute a player who has been shown a red card.

<https://www.englandrugby.com/governance/rules-and-regulations/regulations>

Key positions

Front row - along with the hooker, the loose-head and tight-head props make up what is known as the front row.

Second row - the second row forwards (also known as locks) are the engine room of the scrum and the target men in the lineout.

Flankers - Out of all the rugby positions, they are more often than not at the centre of the action - winning balls at the ruck and maul, collecting short passes from tackled players and making their own big tackles in open play

Number eight - Support play, tackling and ball-carrying are the No.8's areas of expertise, making his or her duties similar to the two flankers. Together the trio forms a unit called the back row.

Scrum half - Acting as the link between the forwards and the backs, the scrum-half is the key rugby positions when it comes to building attacks

Fly half - The heartbeat of the side and arguably the most influential player on the pitch. Almost every attack will go through the fly-half.

Centres - The inside centre is often the more creative in a centre pairing and should be able to pass and kick nearly as well as the fly-half. Meanwhile, the outside centre tends to be the faster of the two and the ability to offload the ball quickly to the wingers is also vital.

Wingers - laying out wide on the side of the pitch, the winger is a team's finisher in the attack.

Full back - Lining up behind the entire back line, the fullback is the closest thing that rugby has to a sweeper in defence.

The image shows the variety of positions, most common on the field of play.

<https://www.ruck.co.uk/rugby-positions-roles-beginners/>



Tactics

Developing tactics requires a thorough understanding of your team's strengths. These tactics will be in part forward dominated and power based, and also reliant on the creation of space and use of pace. As important, is an awareness of the team and individuals you're up against - and the tactics they are likely to employ.

Using power

Using the physical strength of the forwards, in scrums and rolling mauls, can result in significant territory gain. Forward players can 'pick and drive' (gather the ball and take it forward with the support of team mates) until the moment is right to release it to the backs.

Creating space

For all its many complexities, Rugby remains a simple game in essence. Points will be scored when a player is put into space and when an attacking team outnumbers those in defence. As such, Rugby's holy grail lies in the creation of space. There are many tactics geared towards this, but primarily it's about winning quick ball to move the passage of play away from a concentration of players whilst injecting pace and creativity in attack to make space for a player to score.

<https://passport.worldrugby.org/?page=beginners&p=1>

Key Skill

Passing - Hold the ball in front of your body in two hands with fingers spread on either side.

- To pass left - right hand for power (towards back of the ball) and left for aim (towards front of the ball). Keep power arm high (elbow up) for accuracy and distance.
- Fluid motion to release the ball with arms swinging like a pendulum in front of the body, first away from then towards the intended target. Follow through with the hands pointing towards the receiver at point of release.
- Players should nearly always look to carry the ball in two hands, ready to pass to supporting players either side of him/her.
- Receivers should always have their hands up which is the target for the passer.

Rucking - ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground

- Get low by dropping the hips when approaching the ruck.
- Keep your head up and back straight, and look at the target.
- Drive into the target, forward and up.
- Shorten your stride as you approach the ruck
- Drop your hips to get low, don't bend your back.
- Keep your eyes on the target and drive beyond the ball.

Tackling - A rugby tackle is quick, simple, and safe if you keep your head up and lead with your shoulder. A good tackle has several components, and mastering them will prevent injuries and bring down opponents with ease:

- Start in an athletic position, on your toes to adjust to the attacker's movement.
- Lead with your shoulder, driving it into their thigh or stomach.
- Keep your head up, tucking it along the butt of the attacker.
- Wrap your arms around their thighs, squeezing in to take them off balance.
- Let your momentum carry your shoulder through them, using your arms to "squeeze" them to the ground with you.

Maul - A maul occurs when three or more players, including the ball carrier and at least one other player from either side, are in contact together.

- What makes the maul different to the ruck is that the ball is not on the ground but in hand.
- Players joining the maul must have their heads or shoulders no lower than their hips and must have at least one arm bound to a team-mate.

Definitions and Key terminology

Attack - move the ball forwards in order to score

Conversion - kick for goal after scoring a try, for two extra points

Drop goal - drop kick through the goalposts during normal play, worth three points

Drop kick - kick in which the ball is dropped to the ground before being struck with the foot

Forward pass - illegal pass thrown to a position ahead of the player who threw it

Foul - an infringement of the laws; illegal play

Try line - line at each end of the pitch on which the goalposts are erected

Knock-on - foul of knocking the ball forward, towards one's own goal

Line-out - formation of forwards into which the ball is thrown to restart play after the ball goes into touch

Maul - convergence of players around a ball carrier to push him and the ball forward

Obstruction - foul of obstructing a player by blocking, tripping, shirt-pulling, etc.

Pass - throw of the ball to a team-mate

Penalty kick - free kick awarded by the referee that can be used to kick for goal

Place kick - kick taken by placing the ball on the pitch, stepping back and then moving in and kicking it

Ruck - pack of linked players that forms over a ball to push the opposing team backward and gain control of the ball

Scrum - players from one team link arms, bend over and push forward against a similar group from the opposing side

Tackle - stop a player from running with the ball by wrapping arms around him and bringing him to ground

Touch - area outside the two touchlines

Touchline - one of two lines that form the long sides of the playing area

Try - act of taking the ball over the try line and grounding it to earn five points

Try line - line at each end of the pitch on which the goalposts are erected

Yellow card - card shown to a player being cautioned and sent off the pitch for ten minutes

KS3 Badminton

Rules of the game

1. The shuttlecock must be served diagonally.
2. The side that wins the rally is awarded the point.
3. If server wins point they continue to serve until a point is lost.
4. Serving is alternated between opponents when server loses a point.
5. First to 21 points wins, if 20-20, the side that gets 2 clear points wins, if 29 all first to 30 wins.
6. The shuttle must always be served diagonally and the serving side will depend on you own score. If your score is an odd number you serve from the left, if it is an even number you will serve from the right.
7. A point will be given to the opposing side if the net is touched by the racket or person.

Key positions

To always position yourself in the middle of the court after you make your shot (dominate the T)

In doubles you need to make a decision whether you are playing front and back or side to side. With front and back, when serving stay front and when receiving stay where the opposition has aimed the shuttlecock e.g. stay back if long serve or front for short serve.

<https://web.mst.edu/~ima/rules/Badmintonrules.html>
 Rules of the game video - <https://www.youtube.com/watch?v=UyLli-TbcFc>

Key Skills

Serving - Stroke used to put the shuttlecock into play at the start of a rally either long or short.

Overhead clear - A shot hit deep to the opponents back boundary line. The high clear is a defensive shot.

Underarm clear - A shot hit deep to the opponents back boundary line. The high clear is a defensive shot.

Overhead smash - Hard-hit overhead shot that forces the shuttle sharply downward. Badminton's primary attacking stroke.

Drop shot - A shot hit softly and with finesse to fall rapidly and close to the net on the opponent's side.

Positioning - be able to put you opponent to a certain area of the court to open the area to win with your next shot e.g. overhead clear to back of the court then use a drop shot at the front.



Court markings

Below shows where you must serve from and what parts of the court are in and out on serve.

It also shows what parts of the court are in and out during a rally (after serve) in singles and doubles.



<https://www.badmintonengland.co.uk/#>

Definitions and Key terminology

Fault- A violation of the playing rules, either in serving, receiving, or during play.

Let- A legitimate stoppage of play to allow a rally to be replayed.

Rally- Exchange of shots while the shuttle is in play.

Shuttlecock - Official name for the object that the players must hit.

Clear - A high and deep shot to the back of the court.

Love - The score at the start of the game or where a player has not scored a point.

Smash - A fast and hard shot from above the head to force the shuttle downwards to the floor.

Singles - Game involving 2 players in a 1v1 match

Doubles - Game involving 4 players with 2v2 on the court.

Links to other sports and transferable skills

Teamwork, Leadership, Resilience, Respect, Spatial awareness, Verbal communication, Coordination, Agility, Reaction time

Tactics

The basic strategy is to apply maximum movement pressure to your opponent.

The central base position - always take the central position after each shot

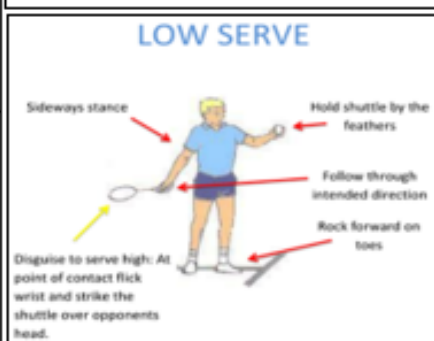
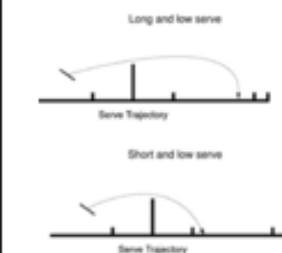
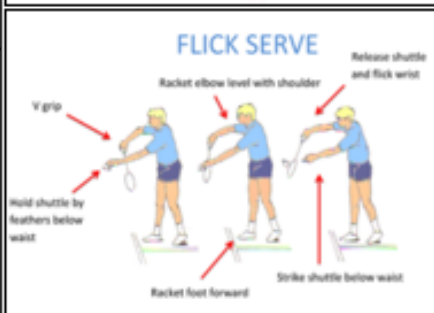
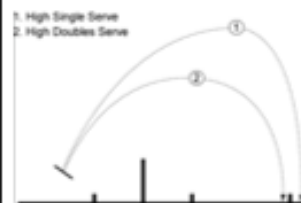
Hitting the corners - aim for corners on side of the court to get opponent out of position.

Hitting to the body - make it difficult for opponent to return an effective shot.

Building shots - don't try and win the point straight away, get your opponent out of position on the court to allow you to attempt a winning shot.

Winning shots - use when appropriate during a rally.

Using deception - to outwit your opponent so they don't know what shot you are going to make.



Going the extra mile activities.

Here are some great ideas to do with family to avoid boredom that go above and beyond during the next half term.

The Arts	DT	English and Drama	Humanities	PE	Maths	Science
Create a Christmas play for you and your friends to work on over the internet. Make it hilarious.	Research what different kinds of materials plumbers use. Why is copper used for some pipes and plastic for others? What sort of plastic is used?	Watch one of the briefings by the government. What makes a good information giving speech? How is it being delivered?	Create a detailed plan to make the world more economically equal when we are all back to normal. Share it with anyone you can get to listen.	Create a new lockdown Olympic Sport. With the cancellation of Tokyo, your sport needs a name, at least 3 rules and a list of equipment needed.	Explain what a square root is to someone really not mathematical.	Use equipment in your home to demonstrate the principle of moments.
Develop an observational humour stand up show. Watch how comedians tell a story. Think about their delivery and how they make it look like they have just had that thought. Try it.	Design a meme. One that is informative but also can make someone laugh.	Use one of the excellent library apps to listen to or read "Of Mice and Men." How can we be like Lenny?	In 1917 Russia had a great revolution. What would a great revolution look like in 2027? What would be the similarities and differences if Year 9 were in charge?	Get family members to play even by TEAMS or Zoom! Send it to the organisers of the Quarantine Olympics to include it in the next games!	Where can we find the Fibonacci sequence in nature? Do some research!	Help something grow.
Watch a performance by an artist you love – many are on Instagram or YouTube. Evaluate the difference between a live performance and a studio edit.	Make an interesting paper model. Do some origami research to find something fascinating to attempt.	Describe the American dream. How has this driven culture in the Western world? Have a discussion with as many adults as you can.	Why are we fascinated by crime? What makes Jack the Ripper such an interesting topic? Find out why if you can!	Create a diary of your physical activity each week. This could be a simple grid or list of activities.	Make some mathematical art using materials at home like packets and boxes.	Research the health issues regarding vaping. Vaping is new. Is there enough mature research to definitely describe how safe or otherwise it is?
Make a playlist that means something to you. Share it with friends and explain why it matters to you.	Invent a new recipe and test it. Evaluate it compared to commercial products.	Watch a film. Be a film critic. You are being interviewed to review the film on radio 4. What would you say?	How can we be greener as a society using technology? Create an infomercial advertising a product.	Think about what exercise or activity you completed, how long did you exercise for and how you felt during and after the activity.	Use your maths skills on page 49 to produce the report on page 35. This is the challenge from Mr Ford. How good can this be?	Find out how fans in ovens influence cooking times. What has this to do with convection?