



# **KNOWLEDGE ORGANISERS**

**Name:** .....

**YEAR 7**

**HALF TERM 1**



## What is a knowledge organiser?

A knowledge organiser is a place where your teachers have put all the **core knowledge** that you need to know for a particular topic. They are designed to support you to become self-regulated learners.

It is your first point of reference in lessons to check your understanding. You can use your knowledge organiser to:

- Check your understanding of key vocabulary in a lesson.
- Check your knowledge of a particular topic.
- Self-check quizzing and revision.

A knowledge organiser is **not** everything you are going to learn about a topic; this information will come from your lessons.

## How to use your knowledge organiser

### In lesson



Unless told otherwise, have your knowledge organiser on the desk, open at the subject you are currently in. This will make it simpler for you to check your understanding of key vocabulary.

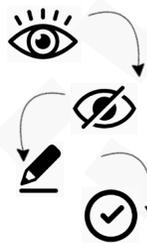


If you are struggling with a knowledge question, refer to your knowledge organiser before asking your teacher. This will also develop your research skills.



When planning your written answers in lessons, refer to your knowledge organiser for that subject to ensure you have correct and detailed knowledge.

### As revision



#### **Look-Cover-Write-Check**

1. Choose one section of your knowledge organiser.
2. Study it carefully. I find that reading it out works to embed it into memory.
3. Cover the section with a paper, or turn the KO over.
4. Write the sentence/information out from memory.
5. Check it against your KO.



#### **Timeline/diagrams**

Use the information from your knowledge organiser and transform it into something else. This can be a timeline, storyboard or diagram.

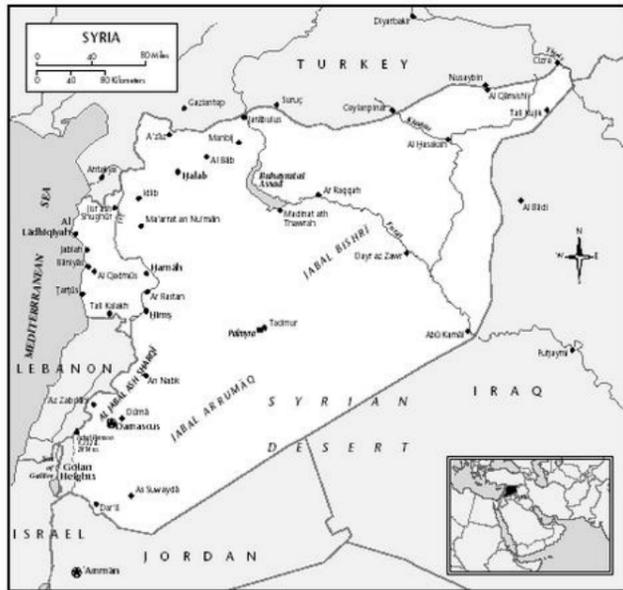


#### **Self-quizzing**

Choose a section of the knowledge organiser you want to learn. Create a set of questions to test yourself with. These can be on flashcards, or even Quizlet. Use the sections of your KO to chunk the knowledge together and make it manageable.

## Context

**2011** – civil war begins in Syria. The government, supported by Russia and Turkey, attempt to take control of protests.  
**2012-2015** – millions of Syrians become either refugees or ‘displaced persons’.  
**2015-2016** – the year ‘Boy, Everywhere’ is set.  
**2015** – it is estimated that 35,000 buildings are destroyed and 205,300 people are reported missing.  
**2016** – Aleppo is recaptured by the government.  
**2020** – Russia and Turkey declare a ceasefire but parts of Syria remain occupied.  
**2021** – unrest is ongoing.



## Plot:

**Boy, Everywhere** is the story of Sami, a typical 13 year old who spends as much time as he can playing football and Fifa with his friends. He wants the next pair of football boots, daydreams in school, and wastes time on his iPad.

However, a bombing close to his home changes his life. Sami and his family are forced to flee from their home in Damascus, leaving everything they know behind. They begin the dangerous journey to the UK; Sami faces challenges he never expected and discovers a world he never imagined.

A.M Dassu spent months carrying out research prior to writing the book. She met many boys who are just like Sami.

## Characters:

<b>Sami</b>	The thirteen-year-old relatable protagonist whom we see faces huge challenges for a teenaged boy. Sami learns resilience and compassion as he faces losing everything.
<b>Joseph</b>	Sami’s best friend at school in Damascus. They tease each other, play football together and they are in class together when the bombing occurs.
<b>George</b>	George is unkind, particularly to Joseph, when the boys are in school.
<b>Baba, Mama and Sara</b>	Sami’s father (Baba) is a hospital doctor in Damascus. He arranges for the family to escape and loses all his material belongings, Sara is Sami’s younger sister. She is so traumatised by the bombing that she stops speaking altogether.
<b>Tete and Jiddo</b>	Tete (pronounced Tey-tey) is Sami’s grandmother. His Jiddo, or grandfather, passed away before the bombing.
<b>Uncle Muhammad, Fatimah and Hassan</b>	Muhammed is helpful and kind to Sami, but his wife and son are not. They lack empathy and Hassan, who is also a teenager, is confrontational towards Sami in particular.
<b>Aadam and Ali</b>	Sami meets Aadam and Ali after he has begun his perilous journey out of Syria with his family. They are the same age as Sami and they too face unbearable challenges.

## Key Vocabulary:

agitated  
 blatantly  
 coax  
 corroborate  
 culprit  
 dilemma  
 eerie  
 equivalent  
 funicular  
 incredulous  
 magnificent  
 mayhem  
 perpetual  
 precariously  
 sheepishly  
 victorious

## Themes: create a tally chart for each time these themes occur

bullying  
 conflict  
 courage  
 discrimination  
 diversity  
 empathy  
 family  
 refugees  
 war

## Some literary techniques and narrative methods used:

**Foreshadowing** - when a writer gives an indication about something that may happen.  
**Juxtaposition** – two things placed together for contrast.  
**Metaphor** – stating one thing as though it is something else.  
**Personification** – giving human features/characteristics to a non-human object.  
**Repetition** – where an idea is repeated multiple times throughout a text often to strengthen the idea presented.

**Pathetic fallacy** - a type of personification where emotions are given to a setting, an object or the weather.  
**Onomatopoeia** – words that sound a little like they mean.  
**Emotive Language** – language intended to create an emotional response.  
**Flashback** – a return to an earlier event.  
**Symbolism** – using images, ideas etc. to represent something else (see symbolism box).

## Symbolism: (add explanations to these key symbols as we read.)

Football  
 Darkness  
 The boat journey  
 Jiddo’s ring

# Prior Knowledge

**Difference** – means subtraction between the two values.

*E.g. the difference between 10 and 3 is 7, since  $10 - 3 = 7$*

*Eg. What number is halfway between 6 and 10?*

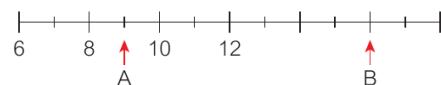
**6, 7, 8, 9, 10**

*Eg. Put these numbers in order starting with the smallest 13, 5, 2, 9, 4, 7*

**2, 4, 5, 7, 9, 13**

**2, 4, 6, 8, 10, 12, ...**

**7, 14, 21, 28, 35, ...**



**A=9 and B = 16**

**You can read a scale.**

**You can find a number that is half way between two numbers.**

**You can order numbers from smallest to largest.**

**You can count in different steps, counting in 2s or 7s, for example**

**Grouped Data** – is when you put the information into groups.

**Tally mark** – a tally mark is |, its used to count data.

**Total** – to find the **Total** you add all the numbers up.

**Division** – means sharing out equally.

*E.g. The group 10-15, contains all the numbers 10, 11, 12, 13, 14 and 15*

||| means 3 items

|||| | means 6 items

*E.g. The total of 3, 4 and 10 is.  $3 + 4 + 10 = 17$*

**You know your times tables**

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



# Year 7 – Unit 1 – Analysing and Displaying Data

<b>Data</b>	A set of information. Each piece of information is called a value.
<b>Range</b>	Difference between the smallest and largest values. The larger the range, the more spread out the values.
<b>Mode</b>	Is the most common value. It is also called the modal value.
<b>Median</b>	Is the middle value when the data is written in order.
<b>Pictogram</b>	Uses pictures to show data.
<b>Pictogram Key</b>	The key shows what each picture represents.
<b>Bar chart</b>	Uses bars of equal width to show data.
<b>Bar-line chart</b>	Is like a bar chart but uses lines instead of bars.
<b>Tally Chart</b>	Is used to record data. It uses <b>tally marks</b> and has a frequency column.
<b>Frequency</b>	The number of times it occurs.
<b>Frequency table</b>	Shows how many of each value there are in a set of data.
<b>Groups/Classes</b>	Data organised into groups or classes, such as 1–5, 6–10, 11–15,
<b>Modal class</b>	The group with the highest frequency
<b>Continuous Data</b>	Can take any value, e.g. height. There are no gaps between the bars for this type of data.
<b>Mean</b>	Is the total of the set of values divided by the number of values.
<b>Average</b>	A typical value for the data. <b>Mode, median and mean</b> are examples of average.
<b>Comparing</b>	To <b>compare</b> two sets of data, find an average and the range.
<b>Line Graphs</b>	Show how quantities change.
<b>Time Series/graph</b>	A <b>line graph</b> showing changes over time, the time must be along the horizontal axis.
<b>Dual bar chart</b>	Compares two sets of data.
<b>Compound bar chart</b>	Combines different sets of data in one bar.

# Prior Knowledge



## Year 7 – Unit 2 – Number skills

**Sum** – means add all of the numbers

E.g. The sum of 3, 4 and 10 is.  
 $3 + 4 + 10 = \underline{17}$

**Difference** – means subtraction between the two values.

E.g. the difference between 10 and 3 is 7, since  $10 - 3 = 7$

**Round** – making the number simpler but keeping its value close to what it was.

E.g. 36 rounded to the nearest 10 would be 40

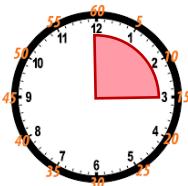
E.g. This would be a division. So how many times does 4 go into 12?  
 $12 \div 4 = 3$  - 4 goes into 12, 3 times

How many times does a number go into another number?

E.g.  $55 \div 5 = 11$

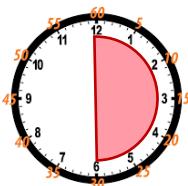
Short division or bus stop method.

$\frac{1}{4}$  of an hour



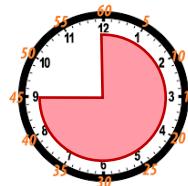
15 minutes

$\frac{1}{2}$  an hour



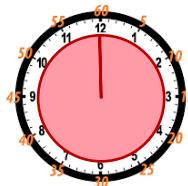
30 minutes

$\frac{3}{4}$  an hour



45 minutes

An hour



60 minutes

1	1.0	100%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.6	$66\frac{2}{3}\%$
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.3	$33\frac{1}{3}\%$
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%
$\frac{1}{8}$	0.125	$12\frac{1}{2}\%$
$\frac{1}{10}$	0.1	10%
$\frac{1}{100}$	0.01	1%

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
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<b>Partitioning</b>	Splits the bigger number to make some easier multiplications.
<b>Priority of operations BIDMAS</b>	<ol style="list-style-type: none"> <li>1. Brackets</li> <li>2. Indices</li> <li>3. Division and Multiplication</li> <li>4. Addition and Subtraction</li> </ol> <p>When you have only <math>\times</math> and <math>\div</math>, or only <math>+</math> and <math>-</math>, then work from left to right.</p>
<b>Approximation</b>	A number that is not exact. This can be used to estimate answers to calculations.
<b>Column Method</b>	In column method you write the numbers in the calculation in their place value columns.
<b>Long Multiplication</b>	A written method to multiply by number with two or more digits.
<b>Profit</b>	If money received is greater than the money spent, then you make a profit.
<b>Loss</b>	If money spent is greater than the money received, then you make a loss.
<b>Long Division</b>	A written method to divide by numbers with two or more digits.
<b>Round to the nearest pound</b>	To round to the nearest pound, look at the pence <b>£12.61 rounds to £13</b>
<b>Multiple</b>	A multiple of a number is in that number's multiplication table.
<b>Venn Diagram</b>	A way of showing sets of numbers.
<b>Factor</b>	A whole number that will divide exactly into another number.
<b>Factor Pair</b>	Two numbers that multiply together to make another number.
<b>Prime Number</b>	Has exactly two factors, 1 and itself.
<b>Square Numbers</b>	Make a pattern of square dots. To find the square of a number, you multiply it by itself.
<b>Index</b>	The '2' in $3^2$ is called the power or index.
<b>Indices</b>	The plural of index is indices.
<b>Square Root</b>	Finding the square root is the inverse of squaring.



# Todmorden High Science K.O.

## Year 7 Topic 7E Mixtures and Separation



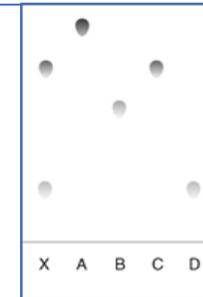
Key term	Definition
Liquid	One of the states of matter. Has a fixed volume but not a fixed shape.
Solid	One of the states of matter. Has a fixed shape and fixed volume.
Gas	One of the states of matter. Does not have a fixed shape or a fixed volume and is easy to squash.
Dissolve	When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution.
Mixture	Two or more substances jumbled together but not joined to each other. The substances in mixtures can often be separated from each other.
Filtration	Anything, such as cloth, paper or a layer of sand, through which a liquid is passed to remove suspended pieces of solid.
Evaporation	When a substance changes from its liquid state to its gas state, for example when the gas escapes from the surface of the liquid into the air.
Distillation	The process of separating a liquid from a mixture by evaporating the liquid and then condensing it (so that it can be collected).
Chromatography	A method that separates out dissolved substances in a mixture, using a liquid or gas solvent. The different substances are carried different distances by the solvent.

### The Big Ideas and Must Know Facts

Method	Used to separate	Apparatus used	Examples
filtering (filtration)	solids from a suspension (i.e. large pieces of solids that have not dissolved in a liquid)		<ul style="list-style-type: none"> <li>sand from a mixture of sand and water</li> </ul>
evaporation	solid substances from a solution or colloid		<ul style="list-style-type: none"> <li>salt from a salt solution</li> </ul>
distillation (evaporation followed by condensation)	liquid from a mixture		<ul style="list-style-type: none"> <li>pure water from a salt solution</li> </ul>
chromatography	individual solutes from a mixture of solutes in a solvent		<ul style="list-style-type: none"> <li>colours found in ink</li> </ul>

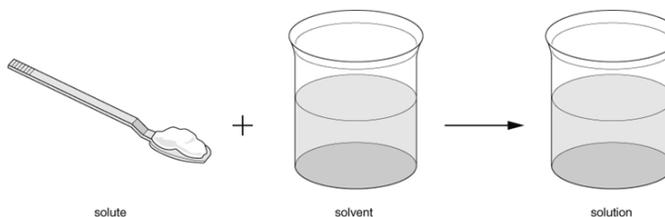
#### Interpreting a Chromatogram

Chromatograms help to identify substances in a mixture. This paper chromatogram shows that A, B, C and D are all single substances, and that X is a mixture of C and D.



#### Solutions

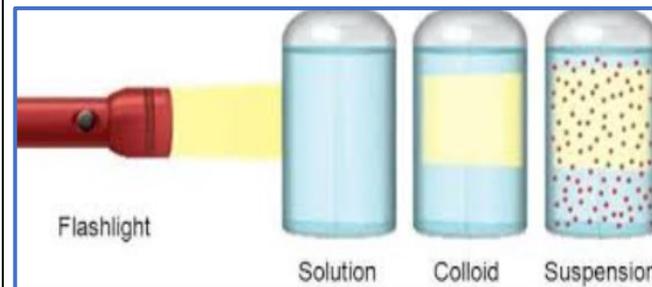
Some solids **dissolve** in water to make a solution. These solids are **soluble**. A solution is made from a **solute** (usually a solid) and a **solvent** (liquid). Some gases, such as oxygen and carbon dioxide, can also dissolve in water.



Substances that do not dissolve in a solvent are **insoluble**. When an insoluble substance is mixed with water, the mixture formed may be a suspension or a colloid.

The total **mass** of a solution equals the mass of solvent added to the mass of solute.

### Required Practical.

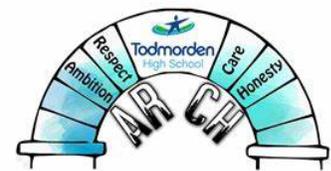


■ A **suspension** is a mixture of two substances that separate if the mixture is not stirred. These two substances are often a solid and a liquid. When they are mixed, we say that one substance is suspended in the other. An example is sand mixed with water.

■ In a **colloid**, one substance is **dispersed** in another substance and the two substances will not separate easily. Either substance may be a solid, liquid or gas. A colloid is cloudy or **opaque**, so it is easy to see that it is a mixture. Milk is a colloid of different milk solids dispersed in water.

■ A **solution** is a mixture where the solid dissolves in the liquid. This makes the mixture clear or **transparent**.

We can test whether a substance is a suspension, colloid, or solution by shining a torch through it and waiting to see whether any particles settle out over time.



# Todmorden High Science Knowledge Organiser

## Year 7 Topic 7: Energy

Key term	Definition
Law of conservation of energy	<b>Energy cannot be created or destroyed</b> , but can be stored and transferred from one store to another. No energy transfer is 100% efficient. Most energy is lost as thermal energy.
Energy (J)	Energy is measured in joules (J). Energy is needed to do work. Work done and energy transferred are the same.
Power (W)	Power is the energy transferred (or work done) per second. Power is measured in watts (W).
8 main energy stores	Chemical, Kinetic, Gravitational Potential, Thermal, Elastic Potential, Magnetic, Nuclear and Electrostatic.
4 Pathways for explaining the transfer of energy	<ol style="list-style-type: none"> <li><b>Mechanically</b> when a force is used to do work;</li> <li>By <b>heating</b>;</li> <li><b>Electrically</b>;</li> <li>By <b>radiation</b>, when waves transfer energy e.g. sound and light.</li> </ol>

**Energy transfers have a beginning a middle and an end.**  
 One energy store is reduced, another energy store is increased and the pathway explains how.  
 Eg, when the catapult is stretched, the chemical store in the boy's muscles is reduced, as the elastic potential energy store in the rubber is increased. This transfer is done mechanically, by the force stretching the rubber band. Some of the energy transferred will be lost as heat energy in the band and the surroundings but the total energy afterwards will be the same as the total energy before.

Electricity is a convenient way of transferring energy from energy resources. Some of these energy resources are **renewable** and will never run out and some are **non-renewable** and will, one day, run out.

Non-renewable resources	Coal, oil and natural gas are fossil fuels are resources that have energy in their chemical energy stores. Fossil fuels release carbon dioxide gas which contributes to global warming. Plutonium and uranium are nuclear fuels that can release vast amounts of thermal energy from the nuclei of their atoms. Nuclear fuels are not burned so do not release carbon dioxide gas.
Renewable resources	Wind, hydro-electric, solar, wave, tidal and geothermal are all energy resources which do not produce carbon dioxide gas and so do not contribute to climate change.

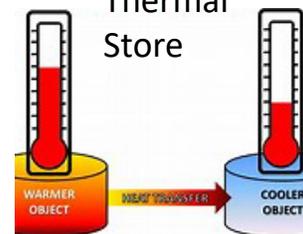
**Kinetic Store**



**Elastic Potential Store**



**Thermal Store**

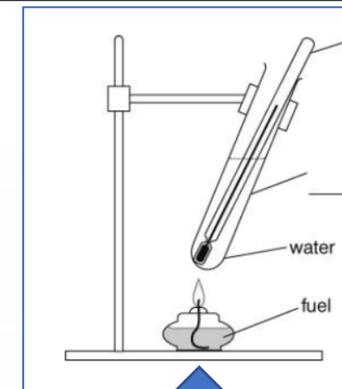


Equations to Learn.	
$E = F \times d$	E, work done ( or energy transferred) measured in joules (J) F, force measured in newtons (N) d distance measured in metres ( m)
$P = \frac{E}{t}$	P, power measured in watts (W) E, work done ( or energy transferred) measured in joules (J) t, time, s

### Core Practical - Measuring the Energy in Fuels

- Independent Variable.** Use five different **types of fuel** to heat up water in a boiling tube.
- Dependent Variable.** Measure the temperature of the water before and after heating using a thermometer. Calculate the **temperature change** for each fuel.
- Control Variables.** Keep the **mass of each fuel** used constant.  
Keep the **mass of the water** being heated constant.  
Keep the **starting temperature** of the water constant.  
Keep the boiling tube at the **same height** above the flame.

**Gravitational Potential Energy Store**



**Chemical Store**



# Year 7 Art

## Key Vocabulary

**Sketch** - A rough or unfinished drawing or painting, often made to assist in making a more finished picture

**Proportion** - Comparative relation between things or magnitudes as to size, quantity, number.

**Refine** - To add the finishing touches to something or to improve something before it is completely finished.

**Composition** - The considered layout of a piece of work

**Cubism** - Cubism is a style of fragmented art that portrays its subject from many different viewpoints at once.

**Tonal** - The areas of shadow on an object or an image. Also called shading.

**Hatching** - Shading with closely drawn parallel lines

**Cross Hatching** - A shading technique where lines are overlapped to create the illusion of tone.

## Artist Information

Georges Braque was a major 20th-century French painter, collagist, draughtsman, printmaker and sculptor. His most important contributions to the history of art were in his alliance with Fauvism from 1905, and the role he played in the development of Cubism. Cubism is an early 20<sup>th</sup> century avant-garde art movement that revolutionised European painting and sculpture, and inspired related movements in music, literature and architecture. An early 20<sup>th</sup> century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.

## Overview

During this project students will learn about artist Georges Braque and his contributions to Cubism. They will learn about this art movement, how the images were constructed and the main ideas behind this style. Focusing on Braque's instrument paintings, students will be asked to create a copy of a piece of the artist's work using pencil and pencil crayon. This will help to develop students' ability to clearly observe a piece of art work and help them with the basics of pencil sketching. During this study, students will learn how to create effective tonal blends in pencil crayon and also to refine a final piece. Students will then discuss the origins of this Cubist piece of work and look at the real objects the painting was based on. They will be creating a realistic pencil observation of a musical instrument using a second hand source as a reference. Students will learn how to add different types of shading to their work in order to add accurate tone and texture to their images.

## Drawing Tips

Measure out the placement of the subject of your drawing by judging how far away they are from the middle, top or bottom of your page. This will always give you a definite point to measure from. When sketching in details, it is important to measure them from other points in your image - this way, you are able to keep the scale and proportion correct. Also, laying tonal shading and cross hatching together creates an effective depth when applying tone to your drawing.

## How To Create An Accurate Drawing

1. Work out the proportions of your drawing - where is the half-way point on your image?
2. Lightly sketch out the main shapes of your drawing, looking carefully at the scale and proportion.
3. Refine your outline to make sure it is completely accurate.
4. Start to add in your details
5. Add the tone to your image using cross hatching and hatching - starting with your darkest areas first and working out to your lightest highlights.
6. Refine your drawing.

KEY VOCABULARY		
Outlook		Send and receive emails. Email addresses look like this, <b>username@stu.todhigh.co.uk</b>
Teams		Contains assignments set by your teacher and Class Notebook
OneDrive		Store all your files in One Drive
Excel		Create spreadsheets and perform calculations on data
PowerPoint		Create fun and engaging presentations
Word		A word processor for writing long passages of text
SharePoint		Similar to OneDrive, allows groups of people to store files in one place

**Example of a Respectful Email**

Message
From: Sunny
Subject: RE: Homework for Monday 8th
Dear Mr Hopper,
Could you let me know if we were meant to draw a diagram of a volcano or just write about them?
Thank you, Sunny

### Computing Lab RULES

#### Do's

-  Do place coats and bags under the table
-  Do sign out before leaving
-  Do position the keyboard and mouse properly when leaving
-  Do check equipment for damage and inform the teacher before leaving

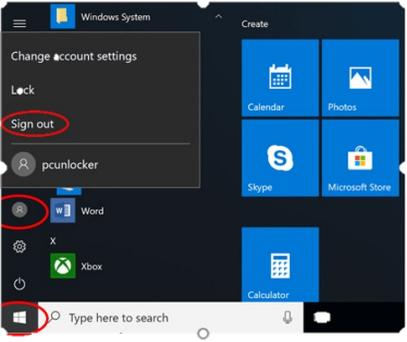
#### Don'ts

-  Don't log-in until instructed to
-  Don't browse inappropriate material
-  Don't cancel teacher broadcasts
-  Don't eat or drink in the computing lab
-  Don't spin on chairs
-  Don't charge personal devices
-  Don't try to disconnect or replace the mouse or keyboard
-  Don't adjust any computer settings (example: brightness or screensaver)



### How to Sign Out of the Computer

1. Press the START menu
2. Press the little man icon
3. Press Sign Out



### Keyboard Shortcuts

**Ctrl + C** Copy  
**Ctrl + V** Paste

**Fn + Print Screen** Copy Screen  
**Ctrl + V** Paste Screen

**Ctrl + Z** Undo Last Action

**Shift + alt + Fn + Print Screen** High Contrast

# Word Processing

KEY VOCABULARY	
Formatting	How data is arranged and presented on a page.
Toolbar	A strip of icons that can be clicked to perform a particular task.
Attachment	An electronic file that can be included in an email.
.docx	Microsoft file extension for a word processed document.
Copyright	A protected piece of original work.
Creative Commons	Allows free distribution of otherwise copyrighted material.
Source	A place where something originates from.
Bias	Leaning towards one view point on a particular subject.

## Knowledge

### Advantages of word processed documents



Documents can easily be sent electronically.



Corrections can easily be made.

Documents can easily be formatted to suit a particular audience.



Electronic copies can be saved for future use.



### Copyright Facts



Copyright material cannot be used without the copyright owner's permission.

It is illegal to share copyright material on the Internet and may result in a fine of up to £50,000.

Copyright is automatic and does not need to be applied for.

Some people allow their work to be shared and used – this is done using the system of **Creative Commons**.

### Reliability of Sources

Information taken from the Internet should be from credible sources e.g. Government websites.

Reliable information should be as up to date as possible.

Information based on opinions, without facts to back it up, should be avoided.

# Design Technology

## Year 7

Subject: Technology

Year: 7

Key Assessments

Knowledge Organiser tests and class work mark.

Core Texts/ Websites

- Design and Technology KS3 class book.
- BBC Bitesize.
- Technologystudent.com

Use this Knowledge Organiser to prepare for lessons and build your understanding of D&T.

Useful Connectives:

Therefore, however, on the other hand, in my opinion, but, finally, firstly, secondly, thirdly, as well as this, moreover, furthermore, similarly, in contrast to.

Keywords

- Annotate
- Inspiration
- Consumer
- Aesthetics
- Environment
- Sustainability

- Function
- Size
- 6Rs
- Sketch
- Evaluate
- Initial Designs
- Final Design
- Mood Board
- Existing Product
- Design Specification
- Design Brief
- Materials

- Primary Research
- Secondary Research
- CAD
- CAM

Definition

- To label, provide information on the design
- A source that provides ideas
- The person who buys or uses the product
- The appearance of the product
- The place we live, work, socialise in
- The ability to sustain natural resources without impacting future generations
- What a product does, the purpose
- Measured in mms or cms.
- Used to assess environmental impact
- A quick drawing to show
- Assessing whether an idea is successful
- First rough designs in response to the task
- Final drawing of the product being made
- Collection of images to gain inspiration
- Products that are already available
- A list of specific design requirements
- An introduction to the overall task
- The physical matter the product is made from
- Collecting new data first hand (Questionnaire)
- Collecting data that already exists (Websites)
- Computer Aided Design
- Computer Aided Manufacture

Using a Ruler:

Rulers are essential for achieving accurate measurements.

100cm = 1000mm

10cm = 100mm

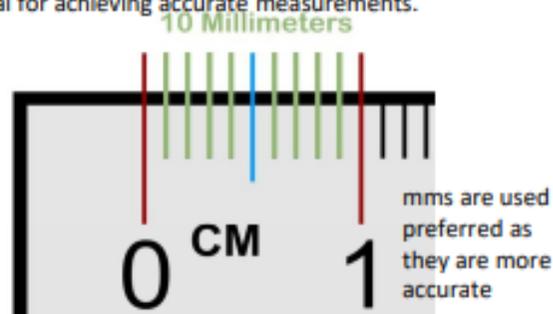
1cm = 10mm

0.1cm = 1mm

● 1cm

● 0.5cm

● 10 Lines per centimeter



Useful Sentence Starters for D&T:

**Analyse:** to examine a task/product in detail (use who, what, where, when and why).

- This is an example of good design because \_\_\_\_\_.
- It is made from \_\_\_\_\_.
- The target user for the product is \_\_\_\_\_.
- It is made attractive by \_\_\_\_\_.

**Develop:** to improve or modify a design or product

- I have developed by ideas by \_\_\_\_\_.
- I have combined the best parts of made design ideas that \_\_\_\_\_.
- I have removed this part of the design/ changed the material because \_\_\_\_\_.
- To improve the design, I need to \_\_\_\_\_.
- I decided to \_\_\_\_\_ because \_\_\_\_\_.

**Justify:** To give reasons for your decisions

- I think that is a successful design because \_\_\_\_\_.
- \_\_\_\_\_ is a suitable material as it is \_\_\_\_\_.
- The product can be used for an alternative purpose as it \_\_\_\_\_, therefore \_\_\_\_\_.
- I believe the choice of material affects the type of consumer because \_\_\_\_\_.

**Evaluation:** to assess a product. Identify a products strengths and weaknesses and suggest modification

- The strengths of the product are \_\_\_\_\_.
- The weaknesses of the product are \_\_\_\_\_.
- To improve my product/design, I would \_\_\_\_\_.
- To make my product more environmentally friendly I would \_\_\_\_\_.

Safety in workshop is very important. Signs will be placed around the workshop and on machines.

**Health & Safety**



Red signs tell you something you must not do



Yellow signs warn you of a potential hazard.

**10 Health & Safety Rules in the workshop:**

1. Do not run at anytime
2. Tie hair up and tuck loose items away
3. 1 person using a machine at a time
4. Stand behind the yellow line when somebody is on a machine
5. Do not talk to somebody whilst they are on the machine
6. Wear goggles when instructed
7. Wear an apron (ensuring it is tied up)
8. Stack chairs/stools up at the side
9. Put bags/coats under the workbenches
10. Ask if you do not know how to use a tool or machine.



Green signs give you information.

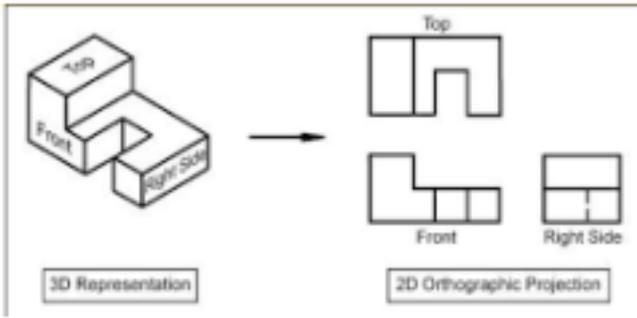


Blue signs tell you something you must do.

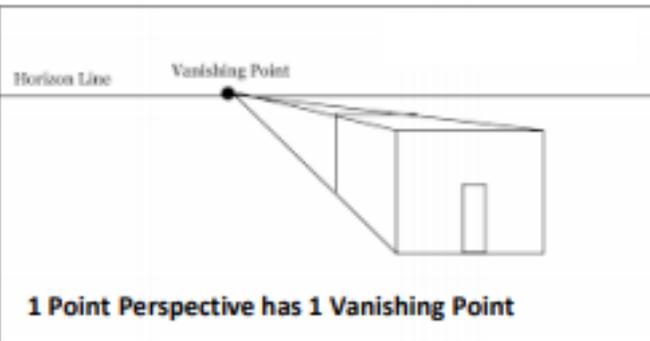
**Technical Drawing Styles**



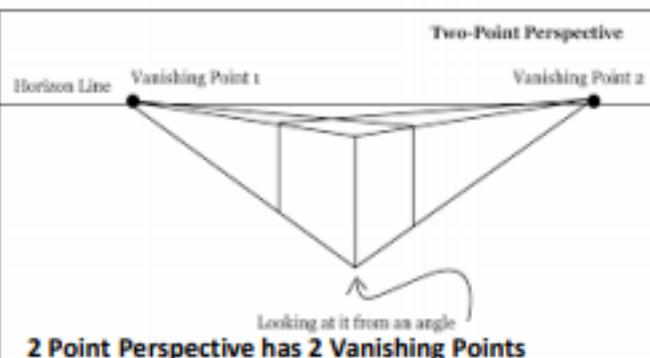
Freehand sketches made without the use of drawing instruments or straightedges.



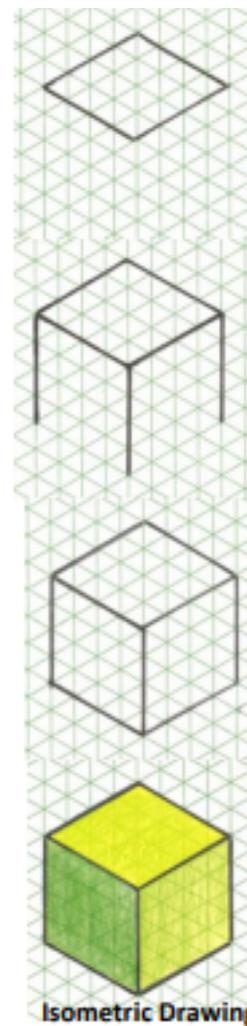
Orthographic Drawings show a 3D product in a 2D way.



1 Point Perspective has 1 Vanishing Point



2 Point Perspective has 2 Vanishing Points



Isometric Drawing

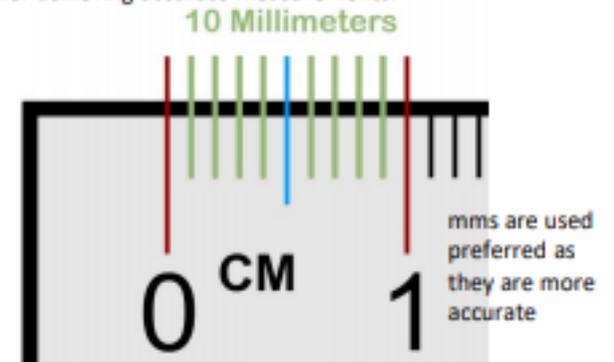
Material Characteristics	
Hardness	resist cutting and indentations to its surface
Toughness	Ability to withstand shock
Strength	The ability to withstand being pulled or stretched, crushed or compressed or twisted.
Elasticity	Ability to be stretched and return to it's original size
Flexibility	The ability to bend without breaking and then spring back to its original shape.
Impact Resistant	Ability to resist sudden shocks
Strength to Weight Ratio	Measure of strength to weight, for instance Aluminium is a light weight material but is strong. Therefore having a high strength-to-weight ratio
Ductility	Ability to be stretched like the length of wire without breaking
Malleability	The ability to be hammered, rolled or pressed into shape without breaking
Durability	Able to last a long time

**Using a Ruler:**

Rulers are essential for achieving accurate measurements.

- 100cm = 1000mm
- 10cm = 100mm
- 1cm = 10mm
- 0.1cm = 1mm

- 1cm
- 0.5cm
- 10 Lines per centimeter



mms are used preferred as they are more accurate

# Drama

## Acting skills

### Vocal

Pace.  
Pitch.  
Pause.  
Tone.  
Volume.  
Diction.  
Projection.  
Emphasis.

### Physical

Facial expression.  
Eye contact.  
Posture.  
Movement/stillness.  
Gesture.  
Proxemics.  
Levels.

## Theatrical sayings:

**Thespian:** The term refers to people who act and originates from the name of the first actor, Thesbis.

**From the top:** Start from the beginning.

**Break a leg:** Good luck.

**Tread the boards:** To act.

## Common spelling mistakes:

Rehearsal.  
Performance.  
Audience.  
Theatre.  
Character.

## The role of the actor:

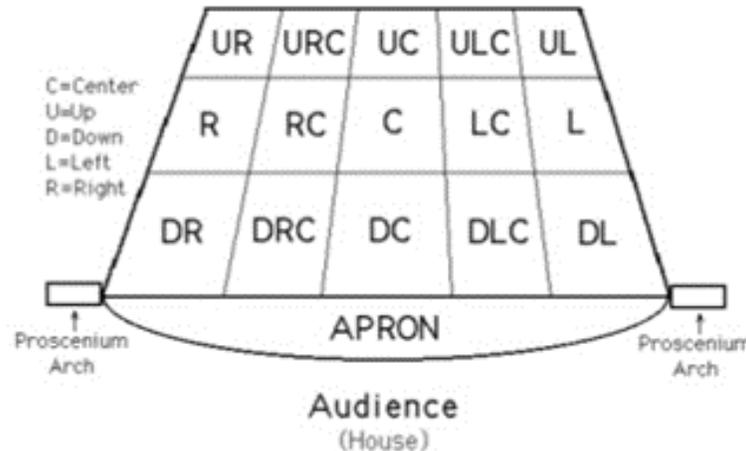
Auditions.  
Learns lines/songs/dances.  
Attends all rehearsals.  
Performs the show.

## The fundamentals:

- ✓ Be safe.
- ✓ Be seen.
- ✓ Be heard.

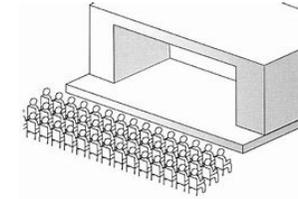
## Stage positions

Stage positions are from the performer's point of view.

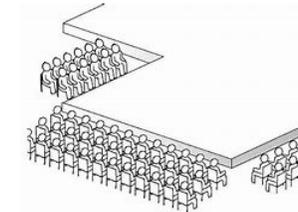


## Stage configurations

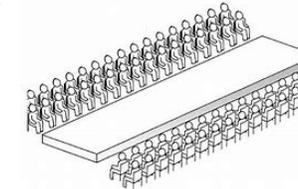
### Proscenium Arch



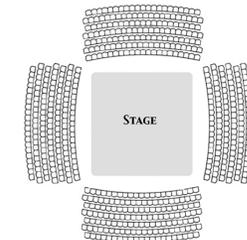
### Thrust



### Traverse



### In the round





**Key terms**

<b>Omnipotent</b>	God is all powerful.
<b>Omniscient</b>	God is all knowing
<b>Omnibenevolent</b>	God is all loving.
<b>Miracle</b>	Something that breaks the laws of nature and makes you think only God could have done it.
<b>Design</b>	Complex things need a designer. The Earth is complex so it needs a designer and the designer must be omniscient. The only such being is God.
<b>Causation</b>	Everything needs a cause, so the earth needs a cause. The cause must be omnipotent and the only such being is God.
<b>Evolution</b>	Things adapt and change to survive.
<b>Evil</b>	Something that causes suffering or pain.
<b>Inconsistent Triad</b>	A triangle made by Epicurus to show that God can't exist.
<b>Big Bang</b>	A singularity that expanded and led to the existence of all life through evolution.
<b>Atheist</b>	A person who thinks God is not real.
<b>Agnostic</b>	A person who is not sure if God is real.
<b>Atheist</b>	A person who believes God is real.
<b>Revelation</b>	Where God reveals himself to you to prove his existence.
<b>Empirical</b>	Evidence that can be weighed, seen or measured.

**Key teachings**

**The Nature of God**

The 'nature' of a thing means what it is like. God is omnipotent, omniscient and omnibenevolent. He is the creator of the world and is able to perform miracles.

**The Problem of Evil**

Some people think that, if God was all powerful he could stop evil, if he was all knowing he would know how to stop it, and if he was all loving, he would want to. Sadly, evil still exists, which suggests God does not. This is shown in the Inconstant Triad by Epicurus.

**The Problem of Evil (Counter arguments)**

Some people turn the Inconstant Triad into a 'consistent square' by saying God has a reason for allowing evil. For example, it could be because he can't interfere with our free will (ability to choose our actions), it could be a part of his plan or it could even be the work of the devil! This means he can still exist even if there is evil.

**The Design Argument**

William Paley argued that complex things need a designer, the Earth is complex so it needs a designer and the only being able to design it is God. This means God exists.

**The Design Argument (Counter arguments)**

Some argue that the designer could be omniscient aliens for all we know, or a 'pantheon of Gods' (David Hume- a group of Gods). This means the argument fails and must be abandoned.

**The Causation Argument**

Thomas Aquinas said everything needs a cause, so the Earth needs a cause, the cause must be all powerful and the only being like this is God so he exists.

**The Causation Argument (Counter arguments)**

It could have been caused by a 'pantheon of Gods' (David Hume), the Big Bang or it could even be infinite and not have a cause. There is no solid evidence it was God.

**Miracles**

Events like Joseph of Cupertino (a 16<sup>th</sup> Century monk who could fly) and St Bernadette's Incurruptible Corpse (the bodies of some Saints don't rot down after death), suggest that God must be using his power to make them happen. This means he must be real.

**Revelation**

If God shows himself to you, it proves he is real. For example, he 'walked in the Garden with Adam and Eve' and spoke to Moses as a 'Burning Bush.'

**Miracles and Revelation (Counter arguments)**

These events typically have few witnesses and those that claim they have seen them could be lying or could be mistaken. Things like miracles can be simple coincidence.

**Key Quotes**

**Quotes for the existence of God**

'Everything needs a cause' **Thomas Aquinas**  
 'Complex things need a designer' **William Paley**

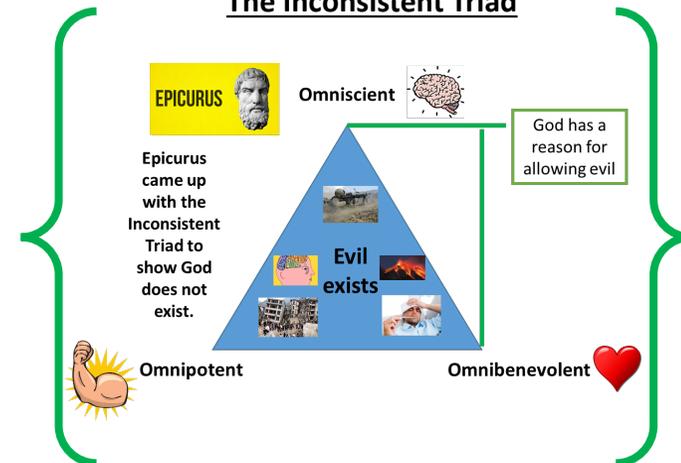
**Quotes against the existence of God**

The evidence comes from a 'barbaric age'  
**Richard Dawkins**  
 'A wise man bases his belief on the evidence'  
**David Hume**  
 'Pantheon of Gods' **David Hume**

**Quotes about the Nature of God**

God is omniscient as 'God knows the number of hairs on your head' **Psalms**.  
 The Bible refers to God as 'the almighty.' **Bible**

**The Inconsistent Triad**



Terminology

- Hygiene
- Cross-contamination
- PPE
- Hazard
- Food poisoning
- Slice
- Dice
- Bridge
- Claw
- Cross chop
- Fry
- Boil
- Simmer
- Bake

**Basic Food Safety**

- Ensure you wear the correct PPE for a practical.
- Ensure hands are washed before and after handling food.
- Tie long hair back and remove jewellery and watches.
- Ensure ingredients are stored in the correct way.
- Follow correct procedure when handling knives and dangerous equipment.
- Keep raw and cooked ingredients separate.

**Key PPE (Personal Protective Equipment)**

Apron, chef's jacket, oven gloves, hat

**Knife grips**

Bridge grip	Hand holds ingredient steady. Knife goes underneath hand and down through the ingredients.
Claw grip	Hand grips ingredients in a claw shape, fingertips tucked underneath, thumb behind, knife moves down the knuckle.
Cross chop	Knife remains in contact with the board, hand rests on top of the knife, knife moves across the board in a crossing motion.



**Cross-contamination**

Cross-contamination is when bacteria is transferred from one place to another, usually cause an ill effect. Cross-contamination can occur with people, animals, food and equipment.

**Food Poisoning**

Food poisoning, also called foodborne illness, is illness caused by eating contaminated food. Infectious organisms - including bacteria, viruses and parasites - or their toxins are the most common causes of food poisoning.

<b>Physical geography</b>	Is anything to do with the natural world e.g. Pacific Ocean.
<b>Human geography</b>	Is anything to do with people, man-made e.g. cars.
<b>Environmental geography</b>	Is anything to do with how humans impact the world in a positive or negative way e.g. deforestation.
<b>Local effects</b>	Is what happens in places in the area where you live e.g. near to Todmorden.
<b>Global effects</b>	Is what happens in different places around the world e.g. In Uk, in USA, in India etc.
<b>Short term effects</b>	Something that has an impact over minutes, hours, days, weeks e.g. smashed windows in a storm.
<b>Long term effects</b>	Something that has an impact for months, years, maybe forever e.g. serious injury or death.

<b>Relief</b>	The shape of the land e.g. flat or hilly.
<b>Altitude</b>	The height of an object or point in relation to sea level which is 0 metres.
<b>Contours</b>	Brown lines on a OS map which join up areas of similar height.
<b>Latitude</b>	Is the distance of a place North or South of the Equator; Usually measured in degrees e.g. Arctic Circle approximately 66 degrees N.
<b>Longitude</b>	Is the measurement East or West of the Prime Meridian in Greenwich, London e.g. Prime Meridian 0 degrees.

**Investigation about the Salish Sea Mystery**



**Physical geography**



**Human geography**



**Environmental geography**

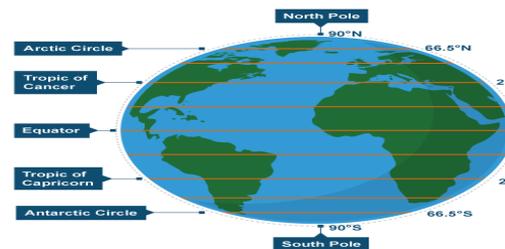


**Plastic pollution**

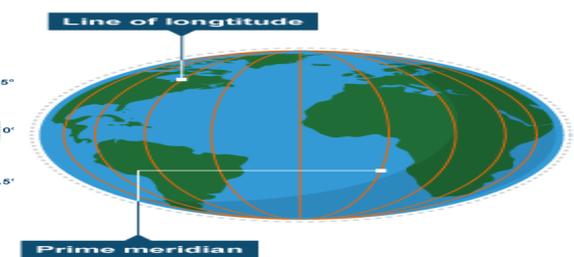


100 million marine animals die each year from plastic waste. Since 1950's only 9% of plastic has been recycled; 12% burned and 79% goes in landfill.

**Latitude**



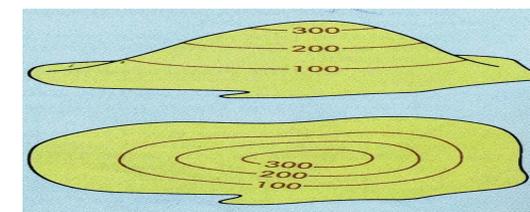
**Longitude**



**Altitude Relief**



**Contours**





## Golden Age of Baghdad

### Law and Governance

- Baghdad became the centre of the Islamic Empire, or Caliphate. This vast empire was ruled over by a Caliph.
- Elements of Jewish, Greek, Roman, Persian, and Christian church law, along with the Quran, influenced the development of the Sharia Law.
- Islamic judges were known as kadis, who handled cases involving religious, family, property, and commercial law.
- The government regulated matters of criminal law.

### Education and Medicine

- The House of Wisdom was originally built as a library. It contained works of scholarship from both the Caliphate and Europe.
- Learning and study were actively encouraged in the Caliphate. Subjects such as Maths, medicine and astronomy were studied and great advances made.
- These advances spread into Asia, helping to make it far more advanced than Europe.

### Women

- Under the Caliphate, both men and women were educated. Women were able to study at the House of Wisdom and had similar career prospects to men.
- Certain career paths, such as the textile industry, were largely dominated by women.

### Towns and Cities

- Towns lay just outside the walled cities, from wealthy residential communities to working-class semi-slums. City rubbish dumps were located far from the city.
- Muslim cities also had advanced domestic water systems with sewers, public baths, drinking fountains, piped drinking water supplies, and widespread private and public toilet and bathing facilities.

## Key Vocabulary

### Baghdad

Ancient capital of the Islamic world – a seat of great learning and knowledge.

### Trade

Activity of buying and selling, or exchanging goods/services between people and countries.

### Resources

Stock or supply of money and materials needed to function.

### Civilisation

Society, culture and way of life of an area.

### Empire

Group of countries ruled by a single, more powerful, country.

### Caliphate

An Islamic state/Empire.

### House of Wisdom

A huge library in Baghdad that was the centre of learning for the Caliphate.

### Freemen

People who were not enslaved.

### Oath

A legally binding promise.

### Consent

Agreement.

### Inherited

Passing on private property, titles, debts, entitlements, privileges, rights, and obligations upon the death of an individual.

### Tradition

Passing customs or beliefs from one generation to another.

## Anglo-Saxon England

### Law and Governance

- Anglo-Saxon England was broken into different kingdoms, each ruled by their own ruler. The first king of all Anglo-Saxon England was Egbert, who gained control in 825.
- The **oath** taken by all **freemen** from the age of 12 to avoid involvement in any major crime and to report those that did.
- This common oath made ordinary people responsible for their own community's safety. The penalties for breaking the oath were severe. The King appointed officials in charge of maintaining law and order.

### Education and Medicine

- Only a few children learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries.
- Medicine was largely based on tradition and village 'healers' who would use a mix of superstition and herbal medicine to provide cures for the sick. Monasteries often provided care rather than cures.

### Women

- Women in Anglo-Saxon England had the right to own land in their own name, and to sell such land, and the right to defend themselves in court.
- Women had the ability to end an abusive or otherwise unsatisfactory marriage. Early divorce laws granted the wife half the household goods and full custody of the children. Daughters inherited goods or land.

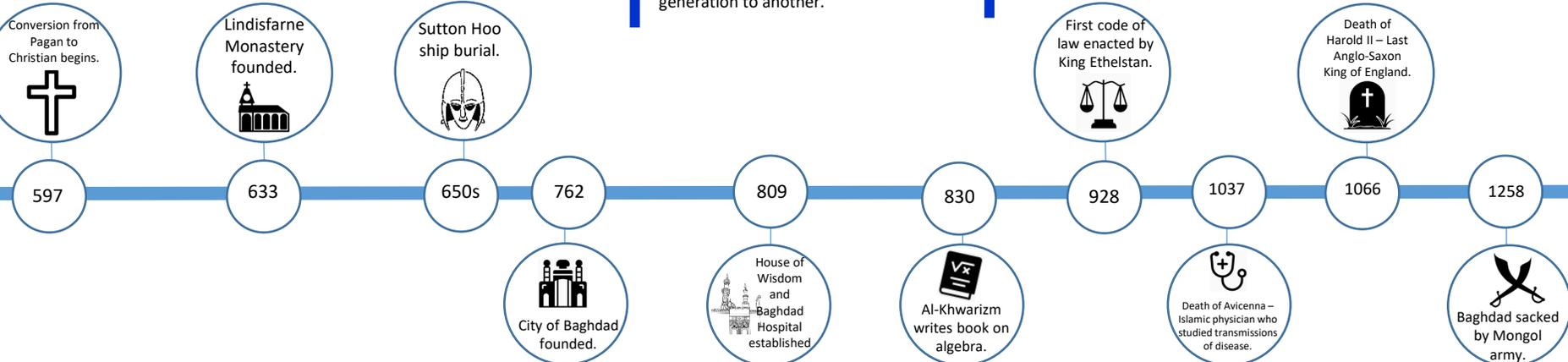
### Towns and Cities

- Anglo Saxon towns and cities were usually very small. The largest villages had no more than a few hundred people living there. The villages were built near natural resources.
- All round each village was a high fence to keep the people safe at night from enemies and the wild animals of the forests.

## Anglo-Saxon England

## Timeline

## Golden Age of Baghdad





## Family

	est	is
	canis	dog
	coquus	cook
	filius	son
	mater	mother
	pater	father
	servus	slave

## Villa

	hortus	garden
	triclinio	dining room
	atrio	main room
	culina	kitchen
	tablino	office
	via	street

## Verbs

	laborat	works/is working
	portat	carries/is carrying
	scribit	writes/is writing
	sedet	sits/is sitting
	dormit	sleeps/is sleeping

## Word order

Unlike English, in Latin the verb comes at the end of the sentence. When translating to English, we have to switch verb and place.

**Person Place Verb**  
 “Caecilius in horto sedet”  
 “Caecilius is sitting in the garden”

“Metella in atrio sedet” -  
 Metella is sitting in the main room.

“Grumio in culina coquuit” –  
 Grumio is cooking in the kitchen.

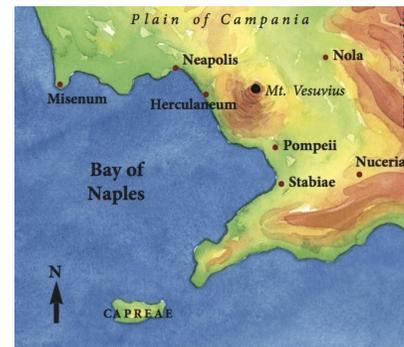
“Clemens in horto laborat” –  
 Clemens is working in the garden.

“pater in tablino scribit” –  
 The father is working in the study.

## Why do we study Latin?

- Knowing a classical language expands your vocabulary.
- It allows you a chance to explore the root of words and where many English words come from.
- It is an opportunity usually reserved for private or grammar schools.
- It provides a way of learning ancient history, not covered in the classroom.

## Ancient Civilisation



Central and southern Italy.

The Bay of Naples (Neapolis). The area covered by this map is about 60 km wide.

- Caecilius Icundus was a banker who lived in Ancient Pompeii. Pompeii was one of the largest cities in the Ancient Roman Empire, located near to Mount Vesuvius.
- Caecilius was a prominent citizen in Pompeii and would have been highly respected. He had a large house in Pompeii which would have had many slaves working as part of his household.



- Caecilius’s wife, Metella, was an important figure in the household and was responsible for the smooth running of the home.
- Slaves were a common and accepted part of life in Ancient Rome. Caecilius would have had at least a dozen slaves to ensure his house ran smoothly.

**Rhythms and note values**

Terminology	
Beat	A continuous sound or pulse throughout a whole piece of music.
Rhythm	The variety of long and short sounds that create patterns within music.
Notation	How music is written down as symbols.
Solfa	Using syllables to represent music notes.
Pitch	How high or low a sound is.
Melody	The tune within the music.
Tempo	The speed of the music.
Scale	A sequence or collection of notes.
Stave	The five lines that you can write music notation on to.

	Ta	Crotchet	1 beat
	Ti-ti	2 x quavers	1 beat (half a beat each)
	Ta-a	Minim	2 beats
	Rest	Crotchet rest	1 beat
	Tika-tika	4 x semiquavers	1 beat (quarter beat each)
	Tika-ti	2x semiquavers 1x quaver	1 beat ( $\frac{1}{4} + \frac{1}{4} + \frac{1}{2}$ beat each)

**Solfa Hand Signs**



# Subject Knowledge Organiser

## Football – Rules, Player Positions & Pitch Dimensions

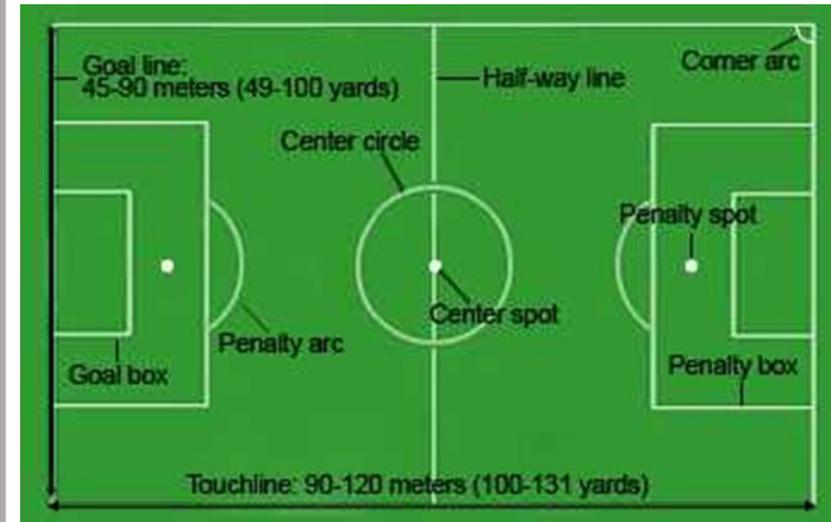
### Rules

- A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- To continue a match, a team must have a minimum of 7 players on the field.
- A team is able to make substitutions at any time of the match and are able to make a maximum of three changes.
- A competitive game must be officiated by a referee and two assistant referees, also known as linesmen.
- The whole ball must cross the goal line for it to constitute a goal.
- A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, hand ball etc).
- Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.
- In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.
- In the event that a player receives two yellow cards, the referee will automatically show a red card.
- A throw-in is awarded to a team if the opposition kicks the ball over the side-lines.
- A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.
- A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them.

### Player Positions



### Pitch Dimensions





# Subject Knowledge Organiser

## Football – Short/Long Pass, Control, Block Tackle, Throw In & Heading



### Short pass

A short side foot pass enables a team to quickly pass a ball and help maintain possession. It is used for accuracy.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass it.
- On selection of your pass, maintain a strong body position.
- Swing your kicking foot through and strike the ball with the inside of your foot.
- Aim to hit the middle of the ball to ensure it stays close to the ground.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target.
- The speed of the kicking leg will direct how hard you kick the ball.

### Long pass

A long pass is an attacking skill that allows players to switch the direction of the attack very quickly to create space, find a teammate or to catch out the opposition.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass the ball.
- On selection of your pass, maintain a strong body position.
- Explosively bring your kicking foot through and strike the ball with laces of your football boot.
- Aim to hit the middle of the ball to ensure it stays close to the ground or the lower half of the ball if you want to lift it over opposition players.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target and your body over the ball.
- The speed of the kicking leg will direct how hard you kick the ball.

### Control

Good control of the football is an essential skill to maintain possession of the ball from the opposition and, if done accurately, gives the player more time to make the correct next decision.

- Keep your eye on the ball at all times.
- On contact with the ball, withdraw the foot slightly to take the momentum out of the ball (this is known as "cushioning").
- Aim to make contact with the middle of the ball to ensure that it stays close to the ground and does not bounce up.
- Once under control, move the ball out of your feet to allow the next decision to be made.

### Block tackle

The block tackle is an essential skill for winning the ball back in football. It is mainly used when confronting an opponent head on and it is important to complete it with good timing and technique to prevent injury or fouls.

- Close down your opponent quickly but do not rush uncontrolled at them.
- Try to reduce any space around you and monitor for passing options.
- Stay on the balls of your feet, arms slightly out to jockey your opponent.
- Keep your eye on the ball and wait for a clear view of the ball.
- When you can see most of the ball, transfer your weight from your back to front foot and move the inside of your foot towards the ball.
- Maintain a strong body position.

### Throw-in

The throw-in is the legal way to restart the game if the ball has gone out of play from either of the side-lines.

- Hold the ball with both hands and ensure that the thumbs are behind the ball and fingers are spread.
- Hold the ball behind the head with relaxed arms and elbows bent.
- Keep your feet shoulder-width apart.
- Face your target.
- Lean back with both feet in contact with the ground.
- Slightly bend your knees and arch your head, neck, shoulders and trunk.
- When ready, propel yourself forward and release the ball just as it passes your head.
- Once the ball is released, bring your strongest leg forward and out in front of you for balance.

### Heading

The header can be an attacking or defensive skill and is used to try and win the ball when it is in the air.

- Keep your eyes on the ball.
- Use your forehead to make contact with the bottom of the ball for a defensive header or the top of the ball for an attacking header.
- For a defensive header, it is important to get good height and distance but for an attacking header you need power and accuracy.
- You can also use flick headers to pass to a team mate.

### Rules

- Players are not allowed to travel with the ball.
- A team can have up to 12 players but only seven are allowed to play on court.
- Defending players are unable to snatch or hit the ball out of another player's hands.
- A defending player is only allowed to stand beside the player with the ball until it has left their hands.
- A defending player must stand three feet away from the person with the ball.
- An attacking player is unable to hold the ball for more than three seconds.
- Players must remain within their designated zones.
- The team retaining possession after the ball goes out of play have three seconds at the side-line to get the ball back into play.

### Officials

During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating.

### Scoring

In a game of netball there are two clear ways to score points:

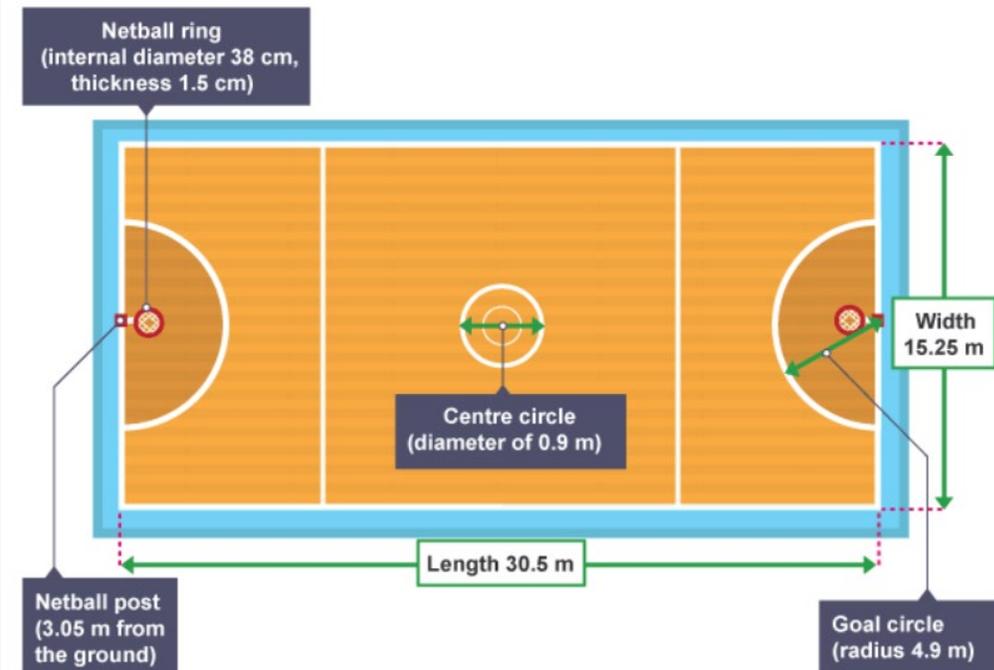
1. In open play, if a shot is successfully scored from inside the goal circle, the team gains one point.
2. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.

### Player Positions



- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>GS</b> → Goal shooter | <b>GA</b> → Goal attack  | <b>WA</b> → Wing attack  |
| <b>C</b> → Centre        | <b>WD</b> → Wing defence | <b>GD</b> → Goal defence |
| <b>GK</b> → Goal keeper  |                          |                          |

### Court Dimensions



# Subject Knowledge Organiser

## Netball – Bounce Pass, Chest Pass, Shoulder Pass & Pivoting

### 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.

#### **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, extending the 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



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

#### **Stage one**

Stand with feet shoulder width apart 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 directly 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 the 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



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

#### **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 the head. Elbow should be at a 90° angle and fingers spread behind the ball.

#### **Stage two**

Step in the direction of the pass by transferring the 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 the fingers in the same direction as the pass, with palms facing down.

### Pivoting



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

#### **Stage one**

Run towards the ball and jump by extending the legs and ankles. Keep the eyes firmly fixed on the ball. Bring the hands out in front of the 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 ground. Flex the knee and ankle as the foot hits the floor.

#### **Stage three**

Stand with knees slightly bent and the feet shoulder width apart. Bring the ball into the body to protect it. Pivot by rotating on the ball of the landing foot. Keep the upper body straight and head up. Make sure the hip of the pivoting leg is pointing in the direction the player is aiming to pass the ball in. The player can move or step with the other foot any number of times. The player is not allowed to lift the foot they are pivoting on before they release the ball.

¿Cómo te llamas?  
What's your name?

¡Hola! – Hello!  
¡Buenos días! – Good day/morning!  
¡Buenas tardes! – Good afternoon!  
¡Buenas noches! – Good night!  
señor/señora – sir/madam  
señorita – miss (younger female)  
amigo/a(s) - friend(s)



Me llamo...  
My name is...  
Mi apellido es...  
My surname is...  
Soy...  
I am...

Se escribe...  
It is spelt...  
A (ah)  
B (beh)  
C (theh)  
D (deh)  
E (eh)



F (efeh)  
G (heh)  
H (acheh)  
I (ee)  
J (hota)  
K (kah)  
L (eleh)

M (emeh)  
N (eneh)  
Ñ (eneyeh)  
O (oh)  
P (peh)  
Q (coo)  
R (ere)

S (esseh)  
T (teh)  
U (uuh)  
V (veh)  
W (uuveh dobleh)  
X (ekis)

Y (ee griegah)  
Z (theta)

¿Cómo estás?

¿Qué tal?

How are you?



Estoy  
I am...

Me siento...  
I feel...

muy – very  
bastante – quite  
un poco – a bit

bien – well  
mal – bad  
regular – ok  
normal – ok  
genial – great

fantástico/a - fantastic  
fenomenal - phenomenal  
fatal - awful  
enfermo/a - ill  
cansado/a - tired

(muchas) gracias – thanks ( a lot)  
¿Y tú? – And you? (informal)  
¿Y usted(es)? – And you? (formal)  
¡Adiós! – Goodbye!  
¡Hasta luego! – See you later!  
¡Hasta la vista! – See you later!  
¡Hasta mañana! – See you tomorrow!



¡ESCUCHA! - SCAN ME FOR PRONUNCIATION.

¿Cuántos años tienes?  
How old are you?

Tengo...  
I have...

**¡OJO!**

In Spanish, people use the verb 'have' to describe their age.

1 – uno	11 – once	21 – veintiuno	31 – treinta y uno
2 – dos	12 – doce	22 – veintidós	40 - cuarenta
3 – tres	13 – trece	23 – veintitrés	50 - cincuenta
4 – cuatro	14 – catorce	24 – veinticuatro	60 - sesenta
5 – cinco	15 – quince	25 – veinticinco	70 - setenta
6 – seis	16 – dieciséis	26 – veintiséis	80 - ochenta
7 – siete	17 – diecisiete	27 – veintisiete	90 - noventa
8 – ocho	18 – dieciocho	28 – veintiocho	100 - cien
9 – nueve	19 – diecinueve	29 - veintinueve	
10 – diez	20 – veinte	30 – treinta	

años  
years

de... of...

enero – January  
febrero – February  
marzo – March  
abril – April  
mayo – May  
junio – June  
julio – July  
agosto – August  
septiembre – September  
octubre – October  
noviembre – November  
diciembre - December



¿Cuándo es tu cumpleaños?  
When is your birthday?

Mi cumpleaños es el...

My birthday is the...



**¡OJO!**

Use 'primero' instead of 1 when talking about dates!

¿Qué tiempo hace?  
What's the weather like?

Hoy...  
Today...

en Todmorden

**¡OJO!**

Change Todmorden to the place where you are.

hace sol – it's sunny.  
hace calor – it's hot/warm.  
hace viento – it's windy.  
hace frío – it's cold.

hace mal tiempo – the weather is bad.  
hace buen tiempo – the weather is good.  
lueve – it is rainy.  
está lloviendo – it is raining (right now).

nieva – it is snowy.  
está nevando – it is snowing (right now).  
hay niebla – there is fog.  
hay tormenta – there is a storm.



¿Qué tienes (en tu mochila)?

What do you have (in your bag)?

¿Qué hay (en tu estuche)?

What is there (in your pencil case)?



En mi mochila...  
In my bag...

En mi estuche...  
In my pencil case...



tengo...

I have...

no tengo...

I don't have...

hay...

there is...

no hay...

there isn't...

necesito...

I need...

me falta(n)...

I am missing...



**¡OJO!**

Add 'n' to 'falta' to talk about plural objects.

**¡OJO!**

After using a negative phrase like 'no hay' or 'no tengo', take away the article 'un' or 'una'.

un cuaderno – an exercise book

una bolsa – a bag/purse

un libro – a reading book

un bolígrafo – a pen

un lápiz – a pencil

un sacapuntas – a sharpener

una goma – a rubber

una pluma – a fountain pen

una regla – a ruler

un diccionario – a dictionary

un estuche – a pencil case

una agenda – an agenda

una carpeta – a folder

un tapaboca – a face mask

unos rotuladores – some felt tip pens

unas gafas – glasses

de color.... – of the colour...

amarillo/a(s) – yellow

\*azul(es) – blue

blanco/a(s) – white

\*gris(es) – grey

morado/a(s) – purple

\*marrón(es) – brown

\*\*naranja – orange

negro/a(s) – black

rojo/a(s) – red

\*\*rosa – pink,

\*\*violeta – violet

\*\*turquesa – turquoise

**Use these words**

**after the colours:**

claro – light

oscuro – dark

vivo – bright

**Gramática clave – Key grammar**

Colours are adjectives so they come **after** nouns in Spanish and they need to '**agree**' with them. This means that the adjective must **match the gender** (masculine or feminine) **and the quantity** (singular or plural) of the noun. *Por ejemplo...*

	masculine	feminine
singular	rojo	roja
plural	rojos	rojas

el bolígrafo rojo – the red pen

la regla blanca – the white ruler

los bolígrafos rojos – the red pens

las reglas blancas – the white rulers

The colours marked with \* change singular/plural.

The colours marked \*\* NEVER change.



Las instrucciones  
Instructions

los alumnos – pupils

los compañeros/as de clase – classmates

“Mirad la pizarra.” – “Look at the board.”

“Sentaos.” – “Sit down.”

“Voy a pasar lista.” – “I’m going to take the register.”

“Abrid los libros.” – “Open the books.”

“¡Silencio, por favor!” – “Silence, please!”

“Escuchad.” – “Listen.”

“Tirad el chicle en la papelera.” – “Throw the chewing gum in the bin.”

“Escribid en los cuadernos.” – “Write in the exercise books.”

“Mirad la página 10.” – “Look at page 10.”

“Levantaos.” – “Stand up.”

los deberes – homework

“Trabajad en el ordenador.” – “Work on the computer.”



“Escribid la fecha...”

Write the date...

Hoy es...

Today is...

lunes – Monday

martes – Tuesday

miércoles – Wednesday

jueves – Thursday

viernes – Friday

sábado – Saturday

domingo – Sunday

Las preguntas  
Questions



profesor...

teacher (male)

profesora...

teacher (female)

profe

(a shorter word for teacher)

¿Puedo...

Can I...?

ir al baño?

go to the bathroom?

tomar agua?

drink water?

ir a la enfermería?

go to the medical office?

usar el gel antibacterial?

use the antibacterial gel?



por favor  
please



**Punctuation – La puntuación**

In Spanish, whenever using question marks or exclamation marks, you must use one (upside down!) at the beginning and one at the end of your sentence.

¿Cuál es la fecha hoy? What is the date today?

¡Qué fantástico! How fantastic!

