# ESSENTIAL KNOWLEDGE BOOK

**Name:**

**Form:**

**Year 7**

**Booklet One**

Contents:



P- Write in pen- black ink, in legible handwriting.
R- Use a ruler to draw all straight lines and rule off finished work.
O- Oops! Draw a neat line through mistakes with a ruler.
U- Underline the title and full date.
D- Draw in pencil.

**BE P.R.O.U.D OF YOUR WORK!**

**SPaG for Life**

| | |
|---|---|
| 1 | Use capital letters correctly: at the start of sentences and for proper nouns. |
| 2 | Use punctuation accurately. For example: full stops, question marks and exclamation marks. |
| 3 | Spell common words correctly. |
| 4 | Use homophones correctly. For example: there/their/they're. |
| 5 | Use paragraphs to structure your writing. |

PARACH Todmorden High School

# My Timetable

# Username/Password Information

| Platform | Username | Password Reminder |
|---|---|---|
| School email | | |
| School PC logon | | |
| Class Charts | | |
| GCSE Pod | | |
| Carousel | | |
| Sparx | | |
| Educake | | |
| Isaac Physics | | |
| | | |
| | | |
| | | |
| | | |

## Todmorden High School Student ARCH agreement

You and your parents have chosen for you to attend our school. Todmorden High school is a three-time Ofsted judged 'Good' high school. We have four values that create the acronym ARCH. You should use these values to guide you in your decisions in school and in your wider life.

If you follow the expectations in the agreement below you will leave Todmorden High School with the skills, qualifications and confidence required to be successful adults who contribute positively to society.

To achieve our value of **Ambition:**

- I will arrive on time to school and attend all lessons on time.
- I will complete all home learning set on time and to the best of my ability.
- I will have high expectations of myself, now and for the future, so I can unlock my unique potential.
- I will join in with some extra-curricular activities throughout the year to expand my experiences.
- I will celebrate my achievements at home.

To achieve our value of **Respect**

- I will wear **the correct school uniform**, including travelling to and from school.
- I will not wear jewellery to school, other than a pair of plain studs and a watch (optional).
- I will bring the correct equipment each day.
- I will attend detentions if they are set.
- I will speak to all staff members with respect following instructions given by staff without argument or delay.

To achieve our value of **Care**

- I will ensure I behave in a considerate manner not only whilst at school but also on the journey to and from school and within the wider community.
- I will move around the school in a calm manner, following the one-way system and walking on the left.
- I will approach lessons silently ready for silent retrieval.
- I will ensure I do not share actions and thoughts out of line with our values.
- I will ensure my mobile phone and smart watch are not seen or heard on the school site and are placed in the bottom of my school bag when before I arrive in school and until I leave the school site at the end of the day.

To achieve our value of **Honesty**

- I will be honest about my actions.
- I will accept personal responsibility for my mistakes.
- I will ensure all members of our school community feel valued, I will not accept discrimination and bullying in school.
- I will make school aware if members of our school community are not upholding our values.

Signed: _____ Date: _____

# Todmorden High School learning DNA

## Silent retrieval

You enter lessons in silence and complete a retrieval activity independently, using your knowledge organiser. You put all your equipment on your desk.

## Ambitious content

You work through an ambitious and broad curriculum across all of your subjects. You have high expectations of yourself and you do your best in lessons. Teachers direct your activities and outline whether tasks are collaborative and with discussion or silent independent work.

## Assessment and feedback

Your understanding is checked and teachers' planning is based on assessment of your work. Teachers regularly look at your work. All assessments are carefully planned to support your progress.

## Skilful questioning

Teachers use "no hands" strategies to check your understanding and learning. You answer questions to the best of your ability so that teachers have an accurate picture of your understanding.

## Oracy and literacy

Your oral responses use formal vocabulary and ambitious academic language. Teachers will do this too. You project your voice so all can hear you. You have high standards of written English, you use SPaG for Life codes to identify errors and proof read your work. You are polite and respectful to staff who are here to help you make progress.

## Self-regulated ARCH learners

You watch demonstrations from teachers so you have a clear understanding of what is being taught. Over time you effectively **plan, monitor and evaluate** your work. You understand thinking involves effort. You value and use the feedback teachers give you. You complete home learning because it is a key tool used to support long-term learning.

## Responsive teaching

You are honest when answering questions so that teachers can adapt their teaching to help you understand or be more ambitious. You sit in seating plans specifically designed by your teachers to support your learning.

## ARCH learners and ARCH teachers

In order to promote our core values of ARCH, your actions and words match the values of Ambition, Respect, Care and Honesty. This will support you to unlock your unique potential.

## Orderly dismissal

You stand silently behind your desks and, when dismissed, leave in an orderly fashion. Corridors are calm.

# A guide to your Knowledge Organiser

**Todmorden High School**
*"Enabling individuals to unlock their unique potential"*

**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**

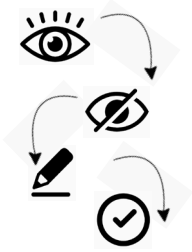
**In lesson**

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.

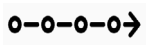
When planning your written answers in lessons, refer to your knowledge organiser for that subject to ensure you have correct and detailed knowledge.

**As revision**



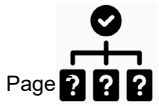
***Look-Cover-Write-Check***

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.

# Maths

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

*Eg. 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***

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

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

You can order numbers from smallest to largest.

***2, 4, 6, 8, 10, 12, ….***
***7, 14, 21, 28, 35, ….***

You can count in different steps. Count in 2's or 7's for example

***A=9 and B = 16***

**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.

# Year 7 – Unit 1 – Analysing and Displaying Data

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

# Maths

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

*Eg. The sum of 3, 4 and 10 is.*
*3 + 4 + 10 = **17***

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

*Eg. 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

*Eg. 36 rounded to the nearest 10 would be 40*

*Eg. This would be a division. So how many times does 4 go into 12?*
*12* ÷ 4 = 3 - 4 goes into 12, 3 times

How many times does a number go into another number?

*Eg.* *55* ÷ 5 = 11

1 1
5 | 5 5

Short division or bus stop method

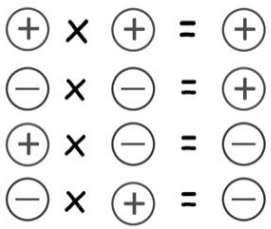
| | | |
|---|---|---|
| 1 | 1·0 | 100% |
| $\frac{3}{4}$ | 0·75 | 75% |
| $\frac{2}{3}$ | $0\dot{6}$ | $66\frac{2}{3}\%$ |
| $\frac{1}{2}$ | 0·5 | 50% |
| $\frac{1}{3}$ | $0\dot{3}$ | $33\frac{1}{3}\%$ |
| $\frac{1}{4}$ | 0·25 | 25% |
| $\frac{1}{5}$ | 0·2 | 20% |
| $\frac{1}{8}$ | 0·125 | $12\frac{1}{2}\%$ |
| $\frac{1}{10}$ | 0·1 | 10% |
| $\frac{1}{100}$ | 0·01 | 1% |

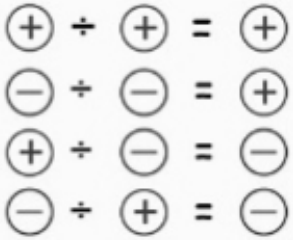
# Year 7 – Unit 2 – Number skills

| | |
|---|---|
| Partitioning | Splits the bigger number to make some easier multiplications. |
| Priority of operations BIDMAS | 1. Brackets<br>2. Indices<br>3. Division and Multiplication<br>4. Addition and Subtraction<br><br>When you have only × and ÷, or only + and -, then work work from left to right. |
| Approximation | Is a number that is not exact. This can be used to estimate answers to calculations. |
| Column Method | In column method you write the numbers in the calculation in their place value columns. |
| Long Multiplication | Is a written method to multiply by number with two or more digits. |
| Profit | If money received is greater than the money spent, then you make a profit. |
| Loss | If money spent is greater than the money received, then you make a loss. |
| Long Division | Is a written method to divide by numbers with two or more digits. |
| Round to the nearest pound | To round to the nearest pound, look at the pence<br>£12.61 rounds to £13 |
| Multiple | A multiple of a number is in that number's multiplication table. |
| Venn Diagram | Is a way of showing sets of numbers. |
| Factor | Is a whole number that will divide exactly into another number. |
| Factor Pair | Is two numbers that multiply together to make another number. |
| Prime Number | Has exactly two factors, 1 and itself. |
| Square Numbers | Make a pattern of square dots.<br>To find the square of a number, you multiply it by itself. |
| Index | The '2' in $3^2$ is called the power or index. |
| Indices | The plural of index is indices. |
| Square Root | Finding the square root is the inverse of squaring. |

Index notation is a way of representing numbers (constants) and variables that have been multiplied by themselves a number of times.

Collecting like terms is **a way of simplifying algebraic expressions.** To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.



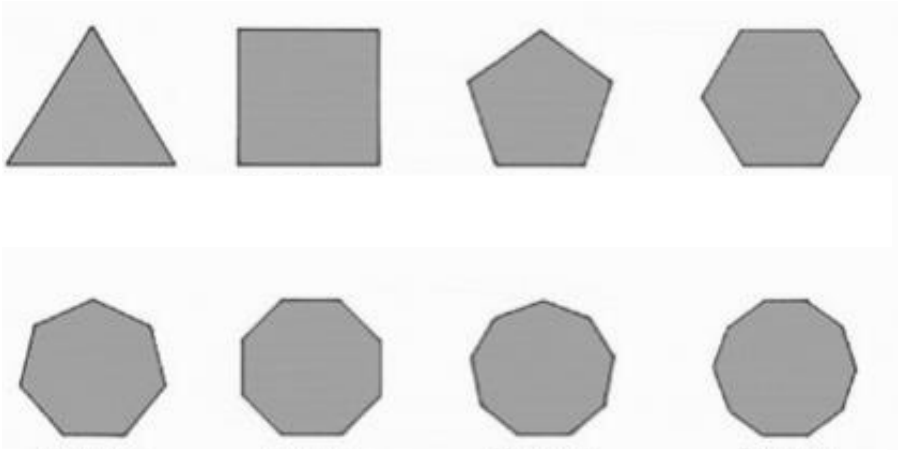

Substitution – replace a variable with a value or another variable.


| | |
|---|---|
| Expression | An expression uses variables (letters) to stand for numbers. |
| Formula | Uses variable and an equals sign (=) to show the relationship between variables. |
| Expanding Brackets | Removes brackets from an expression by multiplying each term inside the bracket by the term outside. |
| Function | Is a rule that changes one number into another number<br>The function +3 adds 3 to a number |
| Inverse function | Is the reverse or opposite of a function.<br>The inverse function -3 is the reverse of +3 |
| Equation | Contains an unknown number (a letter) and an '=' sign. |
| Solve | An equation means work out the value of the unknown number. |
| Solution | Is the value of the unknown |
| Variable | A symbol which works as a placeholder for expression or quantities that may vary or change. |

# Maths

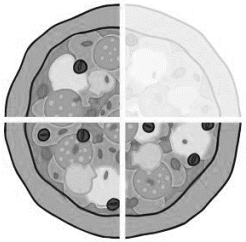
An **estimate** is an approximate calculation of a quantity or value.

A polygon having all the sides equal and all angles equal are **regular** polygons.



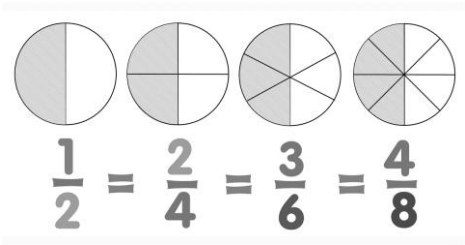
## Year 7 – Unit 4 – Decimals and Measures

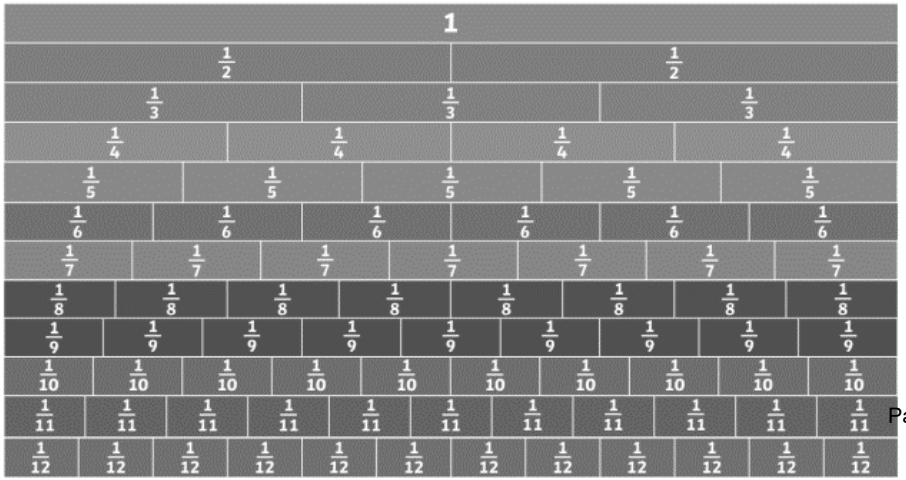
| | |
|---|---|
| Ascending | From smallest to largest – going up. |
| Descending | From largest to smallest – going down. |
| Mass | A measure of how much matter is in an object. |
| Capacity | The maximum amount that something can contain. |
| Scale Drawings | A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale). |
| Place Holder | A zero place holder fills a gap in a calculation. |
| Compound Shapes | Shapes created by joining 2 or more other shapes. You can split the shape up to find area and perimeter. |
| Approximate | The same as estimation. |



Halving - Splitting a whole thing into two equal parts gives a **half**.

Equivalent - Equivalent fractions are fractions that have the same value.



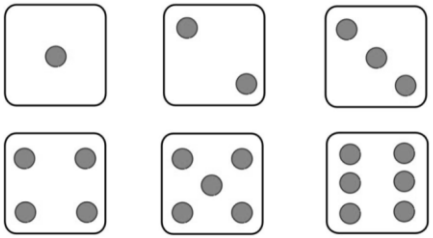

## Year 7 – Unit 5 – Fractions and percentages

| | |
|---|---|
| Fraction | A fraction is a part of a whole. |
| Numerator | The number above the line in a fraction. |
| Denominator | The number below the line in a fraction. |
| Equivalent fractions | Equivalent fractions are fractions that have the same value. |
| Improper fractions | Fractions that have a numerator that is larger than the denominator. |
| Mixed number | Mixed numbers have a whole number part and a fraction part. |
| Simplify | Simplifying is to make the fraction as simple as possible. |
| Percent | Percent means 'Out of 100'.<br>Eg: 50% means 50 out of 100, which is $\frac{50}{100}$ |

# Maths

## Year 7 – Unit 6 – Probability

Probability scale – you can show probabilities using a scale



Outcomes – Possible results of an event.

*E.g. There are 6 possible outcomes on a fair dice.*

$$\text{Probability of an event happening} = \frac{\text{Number of successful outcomes}}{\text{Total number of possible outcomes}}$$

P($x$) means 'the probability of $x$ happening'

*E.g. P(6) on a fair dice* $= \frac{1}{6}$

*Probability of rolling a 6 on a fair dice*

The probability of all outcomes will always add to 1.

$$\text{Experimental probability} = \frac{\text{Frequency of event}}{\text{Total frequency}}$$

| | |
|---|---|
| Probability | Probability is the chance that something will happen. |
| Even chance | Even chance means that something is as likely to happen as not. |
| Event | In probability, an event is something that might happen. |
| Impossible | There is no chance that the event will ever happen. |
| Certain | The event will definitely happen. |
| Outcome | Possible results of an event. |
| Successful Outcomes | Successful outcomes are the outcomes that you want. |
| Experimental probability | You can use the results of an experiment to estimate probabilities. |

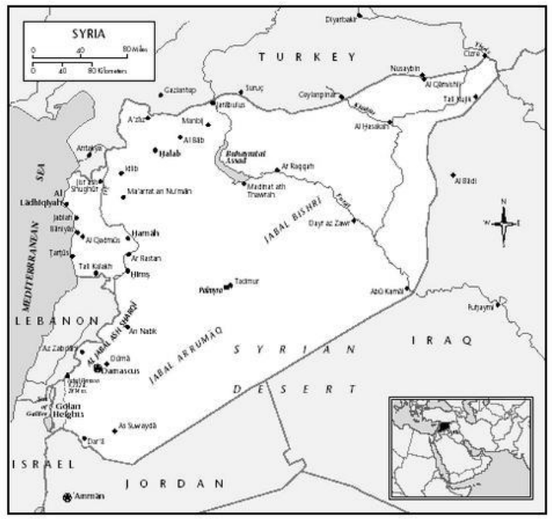
# English Knowledge Organiser

# Year 7 Term 1

# Boy, Everywhere – AM Dassu (2020)

## 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:

| | |
|---|---|
| Sami | 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. |
| Joseph | 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. |
| George | George is unkind, particularly to Joseph, when the boys are in school. |
| Baba, Mama and Sara | 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. |
| Tete and Jiddo | Tete (pronounced Tey-tey) is Sami's grandmother. His Jiddo, or grandfather, passed away before the bombing. |
| Uncle Muhammad, Fatimah and Hassan | 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. |
| Aadam and Ali | 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

# English Knowledge Organiser

# Year 7 Term 2

# Dystopian Fiction - The Giver – Lois Lowry (1993)

**KEY VOCABULARY**

| | |
|---|---|
| authoritarian: | enforcing strict obedience to authority at the expense of personal freedom. |
| benevolent: | well meaning and kindly. |
| compliance: | the action or fact of complying with a wish or command. |
| conformity: | a change in belief or behaviour in order to fit in with a group. |
| constraint: | a limitation or restriction. |
| dehumanising: | deprive of positive human qualities. |
| draconian: | laws that are excessively harsh and severe. |
| malevolent: | having or showing a wish to do evil to others. |
| manipulation: | the act of controlling or influencing someone to act according to your wishes. |
| omnipotent: | all powerful/having great power and influence. |
| omnipresent: | always present. |
| oppressive: | inflicting harsh and authoritarian treatment. |
| totalitarianism: | all power is placed in the hands of a small minority or an individual. |

**ETYMOLOGY:**
The word dystopia comes from adding the Latin prefix dys, which means “bad,” to the word utopia (definition: a perfect society). So a dystopia is a utopia gone wrong. While the intention might have been to create a perfect society, all the regulations make life there really bad.

**GENRE FEATURES:** (add in any more you identify)
•Propaganda is used to control the citizens of society.
• Information, independent thought and freedom are restricted.
• A leader/concept is worshipped by the citizens of the society.
• Citizens have a fear of the outside world.
• Citizens live in a dehumanized state.
• Citizens conform to uniform expectations. Individuality and dissent are bad.
• The society is an illusion of a perfect utopian world.

**THEMES:** (write an example of each from your novel)

| | |
|---|---|
| Government Control | |
| Technological Control | |
| Environmental Disaster | |
| Survival | |
| Loss of individualism | |

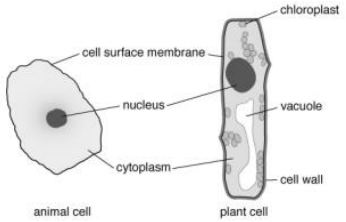
**TIMELINE**

- **1949 - 1984**, **George Orwell** - “The moral to be drawn from this dangerous nightmare situation is a simple one: Don’t let it happen. It depends on you”. George Orwell, Statement on Nineteen Eighty-Four
- **1951 – The Pedestrian**, **Ray Bradbury** - “The multicoloured or grey lights touching their faces, but never really touching them...”
- **1953 - Fahrenheit 451**, **Ray Bradbury** - “There must be something in books, something we can’t imagine, to make a woman stay in a burning house; there must be something there. You don’t stay for nothing.”
- **1961 – Harrison Bergeron, Kurt Vonnegut -** Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else."
- **1985 - The Handmaid’s Tale**, **Margaret Atwood** - There is more than one kind of freedom...Freedom to and freedom from. In the days of anarchy, it was freedom to. Now you are being given freedom from. Don't underrate it."
- **1993 – The Giver, Lois Lowry** - “They have never known pain, he thought. The realization made him feel desperately lonely.”
- **2006** - **The Road**, **Cormac McCarthy** - “People were always getting ready for tomorrow. I didn't believe in that. Tomorrow wasn't getting ready for them. It didn't even know they were there.”
- **2008 - The Hunger Games**, **Suzanne Collins**. - “We had to save you because you’re The Mockingjay, Katniss," says Plutarch. "While you live, the revolution lives.”
- **2009 - The Maze Runner series, James Dashner** - “Can’t take a chance that one day, in one spot, somewhere, an exit might appear. We can’t give up. Ever.”
- **2011 - Divergent series, Veronica Roth** -“Becoming fearless isn't the point. That's impossible. It's learning how to control your fear, and how to be free from it.”

# Biology Topic 7A Cells, tissues and organs.

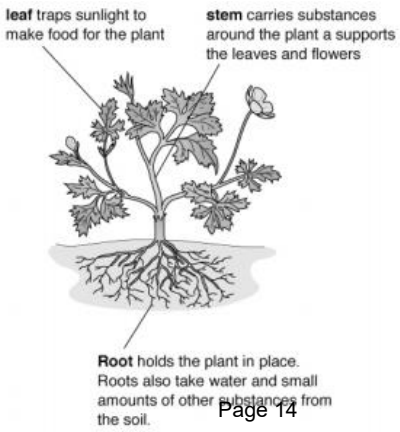
| Key Terms / Words | Definition |
|---|---|
| life process | A process that something does in order for it to be alive - movement, reproduction, sensitivity, growth, respiration, excretion and a need for nutrition. |
| cell | The basic unit of all life. All organisms are made of cells |
| tissue | A group of the same type of cells all doing the same job. |
| organ | A large part of a plant or animal that does a very important job. |
| organ system | Collection of organs working together to do a very important job.<br>E.g. breathing system, circulatory system, digestive system, nervous system, locomotor system, water transport system. |
| organism | A living thing. |
| mitochondria | Small parts in the cytoplasm of all cells, where respiration occurs. |
| excretion | Getting rid of waste. All organisms excrete. |
| respiration | A process in which substances release energy for an organism to use. All organisms respire. There are, however, different forms of respiration. |
| sensitivity | The ability to detect things in the surroundings. All organisms can sense certain changes in their surroundings. |
| nutrition | Substances that help organisms respire and grow. All organisms need nutrition. |
| photosynthesis | Process that plants use to make their own food. It needs light to work. |

## Animal and plant cells




| Cell part | Function |
|---|---|
| Cell surface membrane | keeps cell together and controls what enters and leaves the cell. |
| nucleus | controls the cell |
| cytoplasm | Cell activities occur here. |
| chloroplast | Contains chlorophyll to trap sunlight for photosynthesis |
| Cell wall | Made of cellulose, provides support |
| vacuole | Storage space |

## Plant organs



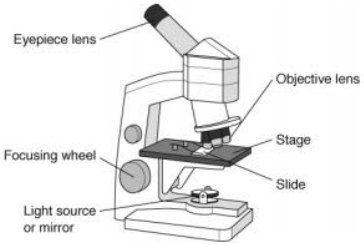

## Specialised cells

Some cells are specialised and have special functions

| | |
|---|---|
| **Example in animals** | Muscle cells – allow us to move<br>Fat cells – store fat for energy and insulation |
| **Example in plants** | Root hair cells – take in water<br>Xylem cells – carry water |

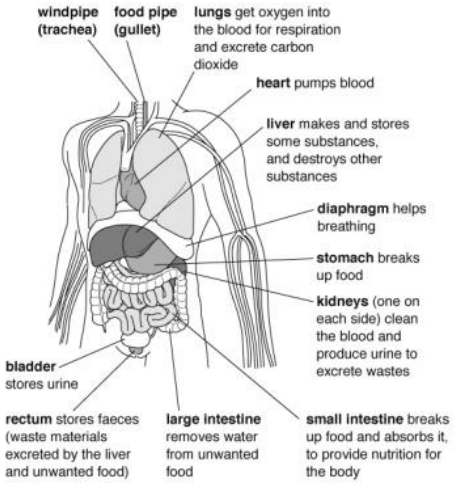
## Microscopes

The specimen has to be thin to let light get through it. It is placed with a drop of water onto a slide. A coverslip is placed on top. A stain can be used to help you see parts of the cell.




**total magnification = magnification of objective lens x magnification of eyepiece lens**

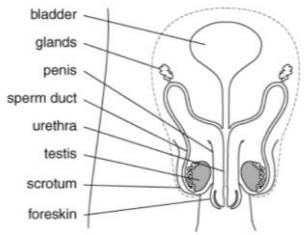
## Animal organs



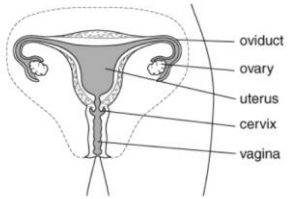
**Todmorden High Science Knowledge Organiser**
Year 7 Topic 7B Animal Sexual Reproduction

| Key term | Definition |
|---|---|
| Gamete | A cell used for sexual reproduction. Egg cells in females, and sperm cells in males. |
| Fertilisation | Fusing the nucleus of a male gamete with the nucleus of a female gamete. |
| Ovary | Female reproductive organ. Produces egg cells. |
| Testis | Male reproductive organ. Produces sperm cells. Plural = testes. |
| Uterus | Organ in females in which a baby develops. |
| Ovulation | Releasing of an egg cell from an ovary. |
| Menstruation | When the lining of the uterus and a little blood pass out of the vagina as part of the menstrual cycle. |
| Penis | Organ which carries sperm out of the male's body. |
| Vagina | Tube in females leading from the cervix to the outside. The penis is placed here during sexual intercourse. |
| Embryo | A ball of cells grows by cell division from a fertilised egg cell. |
| Foetus | The developing baby during pregnancy. |
| Gestation | Process where the baby develops during pregnancy. |
| Placenta | Organ that provides the foetus with oxygen and nutrients and removes waste substances. |
| Amniotic fluid | Liquid that surrounds and protects the foetus. |
| Umbilical cord | Connects the foetus to the placenta. |
| Adolescent | When children enter puberty, when emotional as well as physical changes occur. |

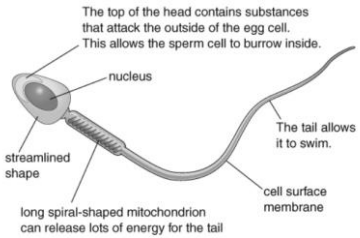
**Male reproductive system**



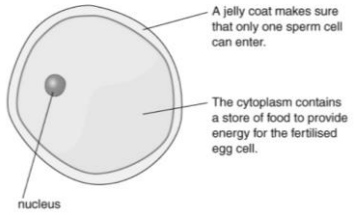

**Female reproductive system**




**Male gamete - Sperm cell**




**Female gamete – egg cell**



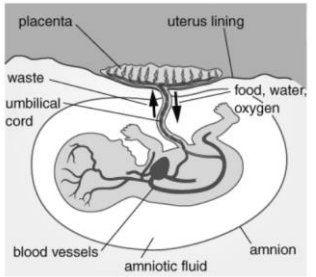

**Growing up**

Children enter puberty around the ages of 10-14. During puberty, sex hormones cause big physical changes to occur. It ends around the age of 18.

| Changes in boys | Changes in girls |
|---|---|
| • hair grows under arms, on face and on chest | • hair grows under arms |
| • pubic hair grows | • pubic hair grows |
| • shoulders get wider | • hips get wider |
| • body smell increases | • body smell increases |
| • testes start to make sperm cells | • ovaries start to release egg cells |
| • testes and penis get bigger | • breasts develop |
| • voice deepens ('breaks') | |

**Pregnancy in mammals**

- Fertilisation occurs in the oviduct.
- The fertilised egg cell divides to form an embryo.
- The embryo implants into the uterus lining.
- Once the embryo has developed all its organs it is called a foetus.
- It takes about 40 weeks (9 months) for a human fertilised egg cell to grow into a baby ready




Internal fertilisation = In all mammals fertilisation happens **inside** the female.

External fertilisation = In some animals (e.g. frogs, fish) fertilisation happens **outside** the female.

**Birth**

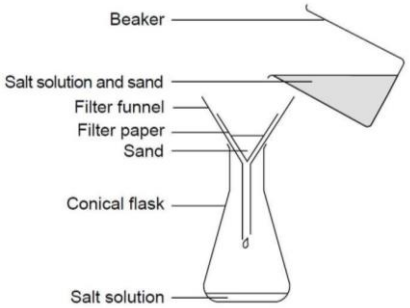
- The uterus starts contractions and the woman goes into labour.
- The muscles of the cervix relax.
- The baby is pushed out head first through the cervix and the vagina.
- The baby starts to breathe and the umbilical cord is cut.
- Then the placenta is pushed out of the uterus. This is the afterbirth.
- The mother's breasts contain mammary glands that produce milk to feed the baby
- The milk contains antibodies which destroy micro-organisms that may cause disease.

# Todmorden High Science K.O.

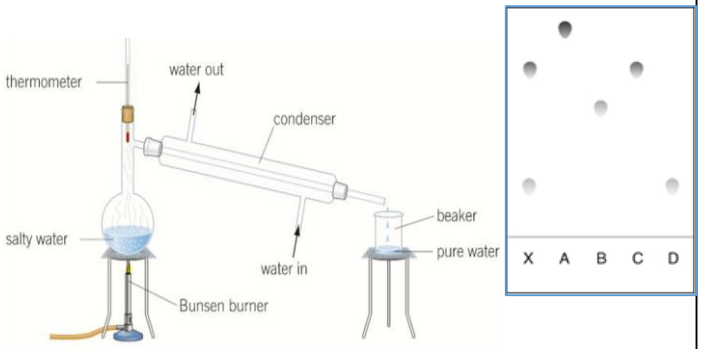
## Year 7 Topic 7E Mixtures and Separation

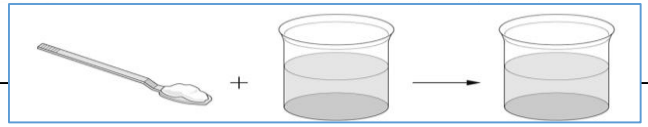
| Key term | Definition |
|---|---|
| States of matter | Solid, liquid and gases are the three states of matter. |
| Physical change | A reversible process that does not result in the formation of a new substance e.g. melting |
| Chemical change | Difficult to reverse (irreversible) result in the formation of new substance e.g. chemcial reactions result in chemcial changes. |
| 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 not bonded to each other. The substances in mixtures can be separated. |
| Filtration | Used to separate an insoluble substance from a liquid. |
| Evaporation | When a substance changes from a liquid into a gas. |
| Distillation | The process of separating a liquid from a solution 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 solvent. The different substances are carried different distances by the solvent. |

## The Big Ideas and Must Know Facts



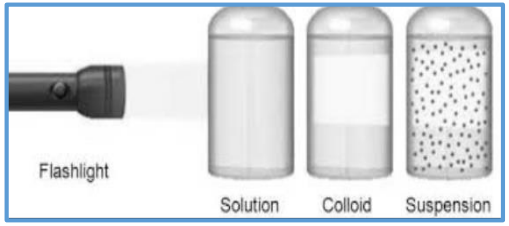

**Interpreting a Chromatogram**
Chromatograms help to identify substances in a mixture.
This paper chromatogram shows that A, B, C and D are all single substances, and that X is a mixture of C and D.



10g of **solute** + 90g of **solvent** = 100g of **solution**
Mass is conserved!

## Required Practical.



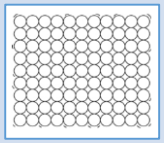
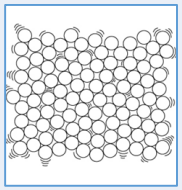
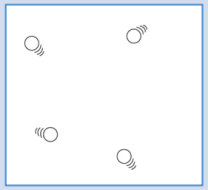

We can test whether a substance is a suspension, colloid, or solution by shining a torch through it and waiting to see whether any particles settle out over time.

- 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**.

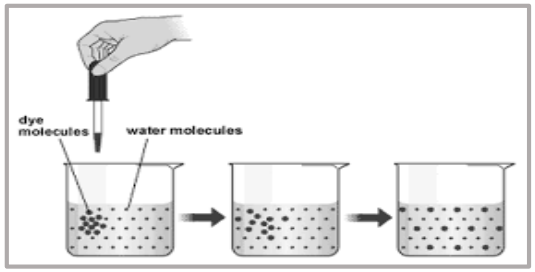
# Todmorden High Science K.O.

Year 7 Topic 7G The Particle Model

| Key term | Definition |
|---|---|
| Property | A description of how a material behaves and what it is like. Hardness is a property of some solids. |
| Particle | The tiny pieces that everything is made out of. |
| Particle Theory | Theory used to explain the different properties and observations of solids, liquids and gases. |
| States of Matter | There are three different forms that a substance can be in: solid, liquid or gas. These are the three states of matter. |
| Random | Having no regular pattern. |
| Volume | The amount of space something takes up. Volume can be measured in cubic centimetres (cm3). |
| Air Pressure | The force per unit area caused by air molecules hitting the surface. |
| Brownian Motion | Erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases. |
| Diffusion | Movement of particles of a substance from an area of high concentration to an area of lower concentration. |
| Compressed | Squeezed into a smaller volume |

| Diagram | Properties | Particles |
|---|---|---|
|  | **Solid**. Fixed volume, fixed shape. | The particles have less kinetic energy vibrate in fixed positions. The forces between the particles are very strong. |
|  | **Liquid**. Fixed volume no fixed shape. A liquid will take the shape of the bottom of its container. | The particles have more kinetic energy. The forces between the particles are very moderate so the particles can flow freely past one another. |
|  | **Gas**. No fixed volume, no fixed shape. A gas will expand to fill its container. | The particles have lots of kinetic energy. The forces between the particles are negligible and so the particles move freely and randomly. |

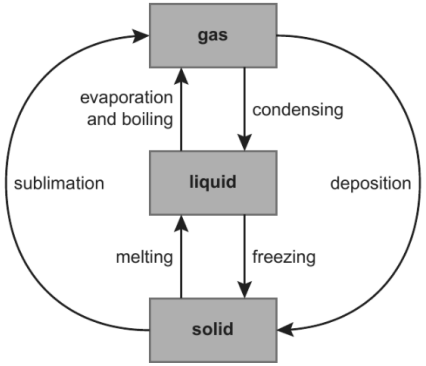
Required Practical.




**Aim.** Does diffusion depend on temperature?

**Hypothesis.** The higher the temperature the faster the rate of diffusion.

Changes of state are **physical** changes, no new substances are **forms** and the changes are relatively easy to reverse.




**Pressure in gases**

Pressure is caused by particles hitting the walls of the container they are in. The pressure may increase because:

- the container has been squashed, making the volume smaller so that the particles will be hitting the walls more frequently.
- the number of particles has been increased, so that there are more particles moving around to hit the walls.

If the particles are in a flexible container, like a balloon, an increase in pressure inside the container can make the volume increase.

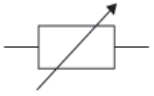
**Brownian Motion** is the constant, random, jerky motion of dust and pollen particles because they are being bombarded by surrounding water or air particles. Brownian motion is evidence for particle theory.

# Todmorden High Science Knowledge Organiser

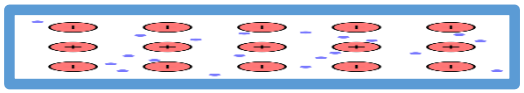
## Year 7 Topic7J Electrical Circuits

| Key term | Definition |
|---|---|
| current (through) | The rate of flow of charge per second, measured in amperes (A). I stands for current in equations. |
| potential difference (across) | The energy transferred per unit of charge that flows across two points, measures in volts (V). A potential difference causes a current to flow. |
| resistance (of) $R = \frac{V}{I}$ | The ratio of potential difference to current, measured in ohms (W) A larger resistance gives a smaller current for the same potential difference. |
| series circuit | A circuit with only one loop (pathway) for the current to flow. |
| parallel circuit | A circuit with more than one loop (branch) or pathway for the current to flow. |
| electrical charge | Can be positive or negative e.g. electrons have a negative charge. All atoms contain charged particles. |
| ammeter | Measures current in amperes (A). |
| voltmeter | Measures potential difference in volts (V). |
| conductors and insulators | Conductors allow current to flow through them easily. Metals are good conductors. Insulators do not allow current to flow through them e.g. plastic and rubber. |

Resistor

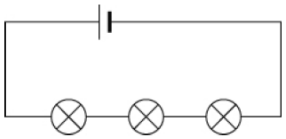


Variable resistor



Good conductors have lots of "free electrons" that can flow – that's a current.

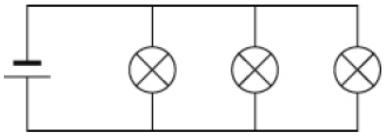
### Series circuits



### Cells vs batteries

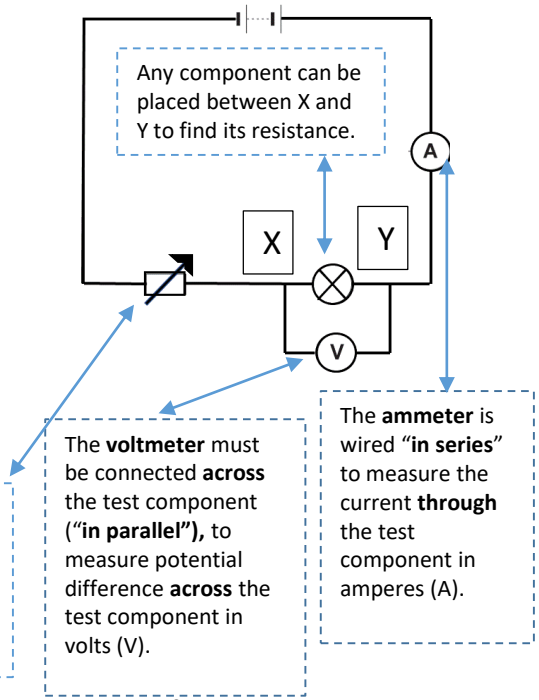

- **The current is the same all the way round the circuit**. Current never gets used up.
- If one bulb breaks there is a gap in the circuit and they all go off.
- The potential difference from the cell is **shared** across all components, so each bulb only gets a some of the voltage.
- Adding bulbs in series (with the same cell) makes them dimmer.

### Parallel circuits



- The current is the **not** the same all the way round the circuit. **The total current into a junction is equal to the total current out of a junction.**
- If one bulb breaks there are other pathways for the current so the other bulbs still work.
- **The potential difference across each branch is the same as the potential difference from the cell.** Adding more bulbs in parallel to the same cell does not make them less bright. Houses and schools have parallel circuits.

The **TEST Circuit** is used in all electricity investigations.



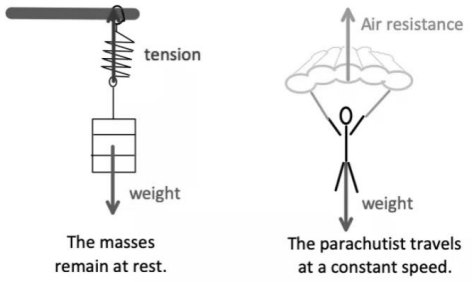

The **resistance of** the test component in ohms ($\Omega$) is calculated using equation: $R = \frac{V}{I}$

R, resistance (ohms, $\Omega$)
V, potential difference (volts, V)
I, current (amperes, A)

# Science . Forces 7K

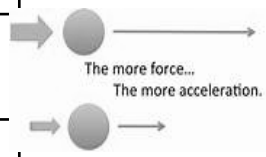
| Key terms | Definition / equation |
|---|---|
| Force | A push, pull or a twist measured in newtons (N). |
| Contact forces | A force where the objects must touch before the force can have an effect e.g. friction |
| Non-contact forces | A force than can affect objects from a distance e.g. gravity. |
| Weight | The force acting on an object due to gravity. It is measured in newtons (N). Your weight could change if you went into space or another planet.<br>Weight (N) = Mass (kg) x gravitational field strength (N/kg). |
| Mass | The amount of matter that something is made from, measured in kilograms (kg). Your mass does not change if you go to space or another planet. |
| Gravitational field strength (g) | All objects with mass produce a gravitational field, measured in N/kg. The Earth's gravitational field strength is 10 N/kg. For each kg of mass, an object will experience 10 N of force. |
| Hooke's Law | Hooke's law that says the extension of a spring is directly proportional to the force on it, provided the limit of proportionality is not exceeded. |
| Elastic limit | If you stretch a spring beyond its elastic limit it will be permanently stretched. It is no longer elastic. |
| Pressure | Pressure is the force per unit area, i.e the force in newtons divided by the area. $P = \frac{F}{A}$ |
| Balanced | When forces on a single object are the same strength but in opposite directions.<br>Balanced forces cause object to stay still or move at a steady speed in a straight line. |
| Unbalanced forces | Unbalanced: When two forces working in opposite directions are not the same strength. Unbalanced forces can change the motion of objects. |
| Resultant force | The overall force on an object. A single force with the same effect as all the forces on an object combined. |

**Newton's 1st law.**



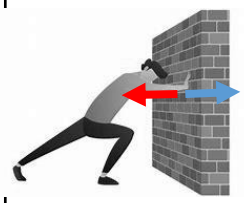

When the forces acting on a body are balanced (i.e. there is no resultant force), the body will either remain at rest (stopped) or continue to move in a straight line at a constant speed.

**Newtons 2nd law.**



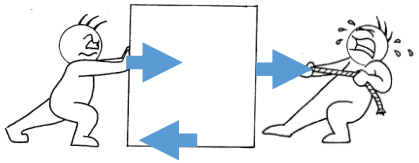

When a resultant force acts on an object, the object will accelerate, i.e. change its speed and or direction.

**Newtons 3rd law.**



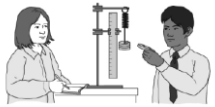
When one object A exerts a force on another object B, the second object B, will exert an equal force on the first object in the opposite direction. e.g. the man pushes the wall, but the wall pushes back on the man.

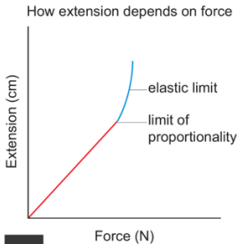
**Force diagrams.**



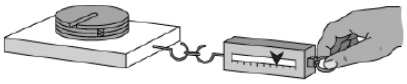
Forces are represented by arrows. The length of the arrow is drawn to scale.

## Core practicals






An investigation to see if springs and elastic bands stretch in the same way. The length of a spring and an elastic band will both depend on the force being applied.



An investigation into how several different variables can affect the amount of friction between two surfaces.

## YEAR 7 - TERM 1
## MUSICAL INSTRUMENTS & KANDINKSKY

During this term you will be learning the basics of drawing and shading. We will be learning how to create accurate drawings of a variety of musical instruments and how to shade them so they look three dimensional and realistic. We will then combine this will studying the work of Wassily Kandinsky by adding vibrant abstract backgrounds to our instrument drawings.

### KEY WORDS

**COMPOSITION** – The layout of a piece of work.

**PROPORTION** – The size of parts of something compared to other parts.

**SKETCH**– Creating light lines when starting out a drawing.

**TONE** – Adding areas of shadow or dark to an image, another word for shading.

**SCALE** – The size or level of something.

**REFINE**– Last finishing touches to a piece of work to improve it.

**MONOCHROME** – Black and white or many shades of the same colour.

### ELEMENTS OF ART

The elements of art are the key terms that a piece of work will always link to. A piece may not link to all but will always link to some of these.

**LINE –** Sketching or creating any outline in our work.

**SPACE –** Creating the sense of an area in our work like a landscape.

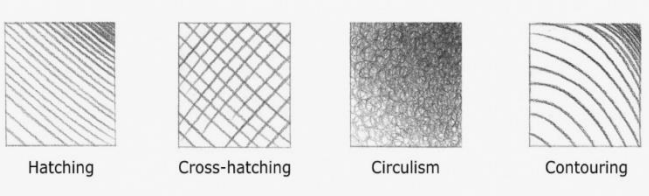
**FORM –** Three dimensional shapes.

**SHAPE –** Two dimensional shapes

**TONE –** Any area of shading

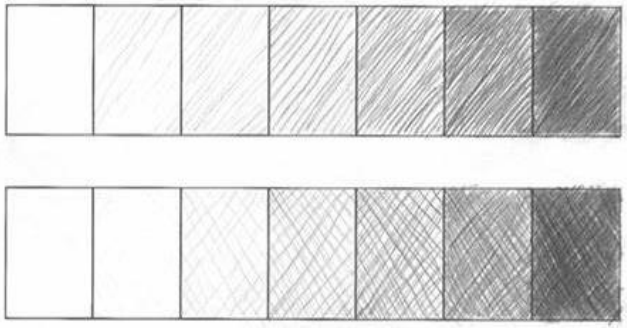
**COLOUR –** Adding of pigment

**TEXTURE –** How something feels like fur or scales




### SHADING TECHNIQUES

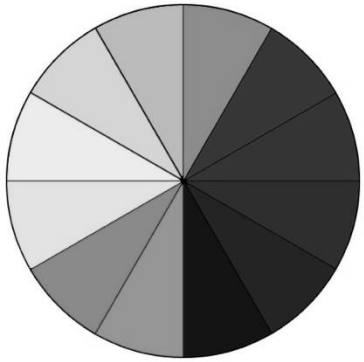
Shading or tone helps to add depth to our work and make things look three dimensional. There are different ways you can apply tone using shading techniques called **HATCHING, CROSS HATCHING AND CONTOUR HATCHING.**



Blend out these shading techniques by spacing out the lines and applying less pressure.

### REFERENCE IMAGE

A reference image is the picture we use to create a piece of work from. You should always fold a reference image into sections and then section your drawing page in the same way. We do this because we can then draw box by box and concentrate on smaller sections. It also helps with accuracy and proportion of our drawing.



### COLOUR THEORY

Colour theory helps us use colour more effectively. We use a colour wheel to help us with this. You can find out how to mix a colour by looking at the colours either side of it on a colour wheel.

**PRIMARY COLOURS** – The base colours that cannot be mixed are RED, BLUE and YELLOW.

**SECONDARY COLOURS** – Created when mixing two primary colours together are ORANGE, GREEN and PURPLE.

**COMPLIMENTARY COLOURS** – Opposite each other on the colour wheel and work well together in artwork.

**HARMONIOUS COLOURS** – Next to each other on the colour wheel and blend easily together.

## YEAR 7 - TERM 2
## LANDSCAPES & VAN GOGH

During this term you will be learning about the work of Vincent Van Gogh, especially his famous Starry Night. We will be learning how to create his impressionist style of work using oil pastels and pencil crayons, exploring his use of mark making. We will then combine this style of work with a photograph to create a unique Van Gogh inspired landscape.

**KEY WORDS**

**COMPOSITION** – The layout of a piece of work.

**PROPORTION** – The size of parts of something compared to other parts.

**SKETCH**– Creating light lines when starting out a drawing.

**TONE** – Adding areas of shadow or dark to an image, another word for shading.

**SCALE** – The size or level of something.

**REFINE**– Last finishing touches to a piece of work to improve it.

**MONOCHROME** – Black and white or many shades of the same colour.

**ELEMENTS OF ART**

The elements of art are the key terms that a piece of work will always link to. A piece may not link to all but will always link to some of these.

**LINE –** Sketching or creating any outline in our work.

**SPACE –** Creating the sense of an area in our work like a landscape.

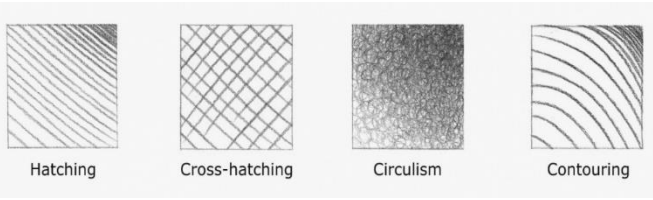
**FORM –** Three dimensional shapes.

**SHAPE –** Two dimensional shapes

**TONE –** Any area of shading

**COLOUR –** Adding of pigment

**TEXTURE –** How something feels like fur or scales

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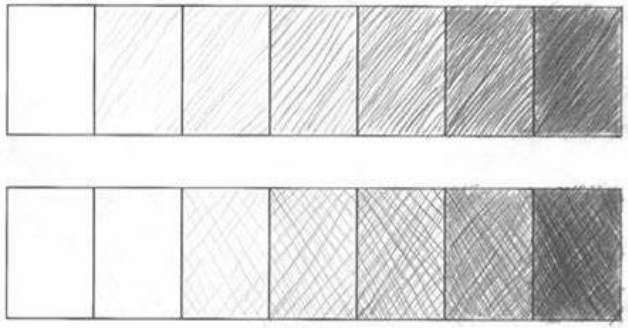

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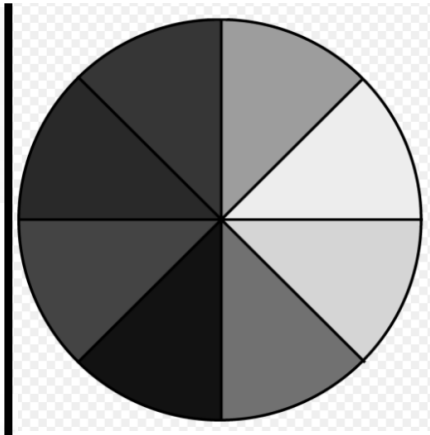

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# Year 7 Computing: Introduction and Office 365
# Term 1

| KEY VOCABULARY | |
|---|---|
| Outlook | Send and receive emails. Email addresses look like this, **username@stu.todhigh.co.uk** |
| 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 |

***How to Sign Out of the Computer***

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


***Example of a Respectful Email***

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

***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

# Year 7 Computing: Computer Systems
# Term 2

| KEY VOCABULARY | |
|---|---|
| Computer System | A computer system is a combination hardware and software built into a device |
| Special Purpose Systems | Are systems designed and built for a specific purpose. E.g. A flight simulator. |
| Multipurpose Systems | A multipurpose system can provide many functions to the user |
| Input | This is how the computer systems capture data from the outside world. E.g., Taking a photo with a camera. |
| Process | Is when the system processes and stores the data taken from the input. E.g. How to display and store a photo. |
| Output | Outputs the input data. E.g., Shows the photo you have taken on the screen – using pixels |
| Random Access Memory | Stores the data and instructions (Programs) that the system is currently using |
| Motherboard | Is the piece of hardware inside a computer system. All other components are connected to the motherboard allowing them to communicate with each other. |
| Central Processing Unit | The CPU is responsible for processing input data and carrying instructions; such as running programs. It completes all the functions needed |
| Hard Disk Drive | Stores data and programs when the computer system is turned off. |
| Fetch | Instructions (programs) are fetched from memory RAM into the core of the CPU |
| Decode | The CPU core reads the instructions and works out how to complete those instructions |
| Execute | The CPU core uses the CPU components to complete the instructions. |

***Special Purpose Systems***


***Multi-Purpose Systems***

**Functions provided by multipurpose systems**

| | |
|---|---|
| Email<br>Web Browsing<br>Camera/video<br>Voice calls<br>Create documents – Word / PowerPoint | Clock/Alarm<br>Music player<br>Maps/Directions<br>Calculator<br>Games<br>Texting/Messaging |

| **Input, Process Output (Example)** | |
|---|---|
| Input | User clicks on a browser app (E.g. Chrome) |
| Process | The operating system runs the browser program |
| Output | The browser opens and appears on the screen |

***Fetch Decode Execute***

| | Real World | Computer System |
|---|---|---|
| Fetch | Read IKEA instructions | Fetch instructions from RAM |
| Decode | Work out what part goes where | CPU decodes instructions |
| Execute | Build the cupboard | CPU carries out the instructions |

# Year 7 Computing: Control Systems
# Term 3

| KEY VOCABULARY | |
|---|---|
| Control Systems | A group of electronic or mechanical devices used control systems. Control Systems use computers to automate their tasks |
| Instructions | Step by Step |
| Flowchart | A diagram that represents a set of instructions. Flowcharts normally use standard symbols to represent the different types of instructions. |
| Sequence | A sequence is a series of events that must be performed in order to achieve a task. |
| Algorithm | A set of step-by-step instructions to solve a problem. In an algorithm, each instruction is identified and the order in which they should be carried out is planned. |
| Programming | Programming is writing computer code to create a program, to solve a problem. Programs are created to implement algorithms. |

### *Examples of Control Systems*

Central Heating Systems

Traffic Light Systems

CCTV / Alarm Systems

Nuclear Power Station Control Systems

Manufacturing Robots

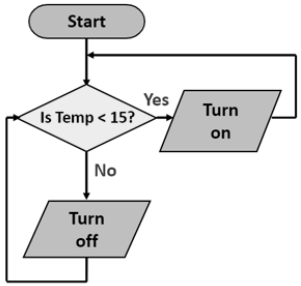
Face Recognition at Passport Control

### *Flowchart Symbols*

| Name | Symbol | Usage |
|---|---|---|
| Terminator | Terminator | Starts or stops a process. |
| Input or output | Input/Output | An input is data received by a computer. An output is a signal or data sent from a computer. |
| Process | Process | An instruction or a command. |
| Decision | Decision | A decision, either yes or no. For example, a decision based on temperature that turns a central heating system on or off. |
| Line tool | | Connects the symbols. The arrow indicates direction. |

Source: https://www.bbc.co.uk/bitesize/guides/zfjsgk7/revision/2

### *Flowchart Example*




Here is a simple flowchart for a heating system. After starting the sequence the system checks to see if the temperature is less than 15 Degrees. If it is, it turns the heat on – if not, it turns the heating off. This sequence will repeat (Loop) until the system is turn off.

| *Advantages of Control Systems* | *Disadvantages of Control Systems* |
|---|---|
| Control Systems can be programmed to complete the same task repeatedly – with the exact same precision<br><br>Control Systems don't need breaks – they can operate continuously if they have power.<br><br>Control systems can work environments that are dangerous for humans | If the program running the control system contains errors then the control system won't function correctly.<br><br>Controls systems cannot think for themselves – if there is a situation which it is not programmed to handle it will not know what to do.<br><br>Temporary loss of power may result in a potentially dangerous situation |

| 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 £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.

# Hardwoods

**They are deciduous trees which means that in winter, they lose their leaves.**

These trees are broadleaved, bushy and slow growing.

Overall they tend to be harder to work with and more expensive than other types of timbers.

They are less porous and denser cell structure which makes them harder wearing and less prone to rotting.

## Types:

| Name | Characteristics | Uses |
|---|---|---|
| Ash  | Flexible, tough and shock resistant, laminates well. Pale brown/cream. | Sports equipment and tool handles. |
| Beech  | Fine finish, tough and durable. Dense close grain with an | Children's toys, models and furniture. |
| Mahogany  | Easily worked, durable and finishes well. Rich reddish brown in | High end furniture and joinery. |
| Oak  | Tough, hard and durable, high quality finish possible. Light brown with variable grain. | Flooring, furniture, and railway sleepers. |

# Softwoods

**They are coniferous trees which means that they keep their leaves in winter = evergreen.**

These trees are tall and 'Christmas tree' tree shaped.

Overall they tend to be easier to work with and less expensive than other types of timbers. They are more porous (holes) and if unprotected will rot. They have cones for leaves and grow quickly.

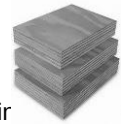
## Types:

| Name | Characteristics | Uses |
|---|---|---|
| Pine  | Lightweight, easy to work but can split. | Interior construction, cheaper furniture and decking. |
| Spruce  | Easy to work, high stiffness to weight ratio. | Construction, furniture and musical instruments. |
| Redwood  | Easy to work and machines well, some rot resistance. | Outdoor furniture, beams, posts and decking. |
| Cedar  | Easy to work, can blunt tools, finishes well and naturally resistant to rot. | Outdoor furniture, fences and cladding for buildings. |

# Manufactured Boards

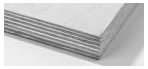
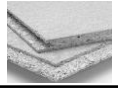
**They are sheets of processed natural timber and adhesives - so they are human made boards**

These are usually made from waste wood, low-grade and recycled timber.



Can be covered by thin slices of high quality wood known as veneer to make it look aesthetically pleasing. Cheaper than natural timber. They come ir boards and have no grain.

## Types:

| Name | Characteristics | Uses |
|---|---|---|
| MDF  | Rigid and stable, good value with a smooth easy to finish surface. | Flat pack furniture, toys and kitchen units. |
| Plywood  | Stable in all directions as alternating layers. Flexible versions available. | Furniture, shelving, toys, interior and exterior construction. |
| Chipboard  | Good compressive strength, not water resistant and prone to chipping on edges. | Flooring, low end kitchen units and worktops. |
| Block board  | Stable, tough and heavy. Finishes well. | Furniture, doors, shelving and indoor construction. |
| Hardboard  | Flexible, even strength and easily damaged by water. | Furniture and photo frame backing. |

# Source/Origin

Timber comes from **trees** - this is known as the source or origin of the material. This is how we change into timber.

1. When trees are cut down, this is known as **felling.** This can be through machine or chain saws, just like the image.

2. Branches are cut off and the logs are stored until they are transported to a **sawmill.**

3. When at the sawmill, machines such as **band saws** and **circular saws** are used to create boards/planks.

# Environmental Impact

Wood is considered a **sustainable resource** as new trees can be grown to replace those felled. Here are some **issues and positives** surrounding the impact that wood is having on the environment:

✗ -In many places, wood is being used at a greater rate which means it is unsustainable.

-Illegal felling is leading to deforestation as people aren't replanting trees.

- Deforestation helps with global warming.

✓ - To make sure you are buying sustainable timber, you need to make sure it is approved by the **Forest Stewardship Council** or the **Endorsement of Forest Certification.**

FSC

## Acting skills

### Vocal

Pace: speed
Pitch: high/low
Pause: temporarily stopping
Tone: emotion
Volume: loud/quiet
Diction: clarity
Projection: being heard
Emphasis: stress

### Physical

Facial expression: emotion shown on face
Eye contact: looking into someone's eyes
Posture: position of spine
Movement/stillness
Gesture: head/hand movements
Proxemics: meaningful use of space
Levels: sit, stand, crouch etc.

**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

**Effective mime:**

Exaggerated facial expression
Precise gestures
Expressive movement

**The fundamentals:**

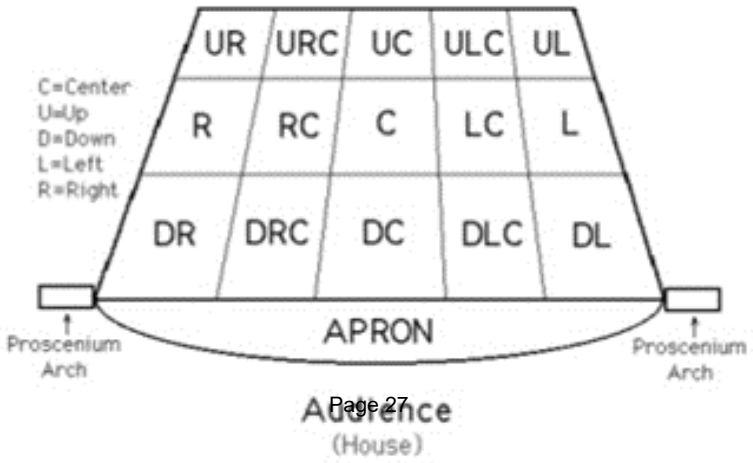
- ✓ Be safe
- ✓ Be seen
- ✓ Be heard

## The role of the actor:

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

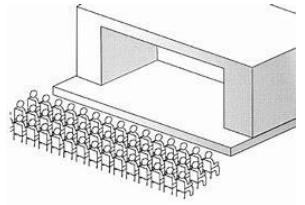
**Stage positions**

Stage positions are from the performer's point of view

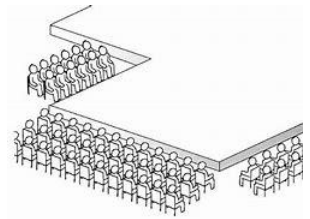



**Stage configurations**

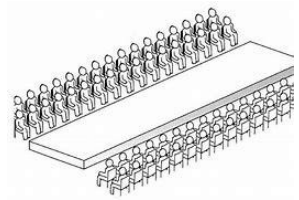
Proscenium Arch



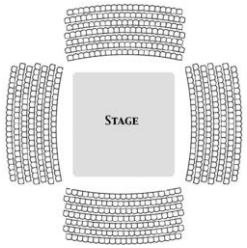
Thrust



Traverse



In the round



## Key terms

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

**The Problem of Evil**

Some people think that if God was all powerful he could stop evil, if 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 freewill (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 needs 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 16th Century Monk who could fly) and Set Bernadette's Incorruptible 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. 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 by 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**

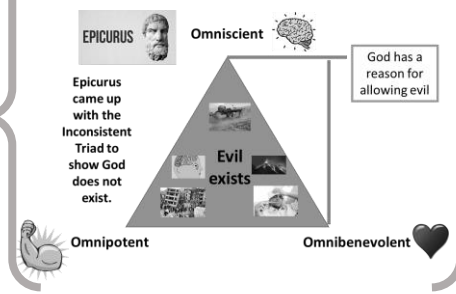
'Pantheon of Gods' **David Hume**

**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**



## Key terms

| | |
|---|---|
| **Brahman** | **The main God in Hinduism (the ultimate reality)** |
| Gods (gods) | There are over 300,000 different forms of Brahman called gods |
| Trimurti | The main 3 forms (avatars) of Brahman (Brahma, Vishnu and Shiva) |
| Moksha | Hindu equivalent of heaven (joining with God) |
| Atman | The soul |
| Puja | Worship |
| Mandir | Hindu temple |
| Aarti Ceremony | A ceremony where gods are worshiped using a special lamp |
| Aum | A sound that connects Hindus to God |
| Karma | The effect of good and bad actions |
| Ahimsa | Causing no harm to any living thing |
| Murti | Statue of a god |
| Re-incarnation | Being born into another body |
| Prayer | Communicating with God (Brahman) |
| Vedas | Hindu holy book |
| Upanishad | Hindu holy book expanding on the Vedas |
| Mantra | A short chant to remember a teaching or to ask for God's help |
| Meditation | Focussing deeply on Hindu teachings of God |
| Intention | What a person thinks before they do an action |
| Dharma | Teachings |
| Pilgrimage | A special religious journey to show devotion to God. |
| Yoga | Practice of meditation using physical positions to control the body and mind |

## Key teachings

**The Nature of God**

In Hinduism, God (Brahman- The Ultimate Reality) is known through his 300,000 forms. Examples include Brama, Vishnu, Shiva and Ganesa. The different forms reveal what God is like. This can be studied through the Hindu scriptures (holy texts) or through murtis (statues of the gods).

**Reincarnation**

Hindus gain positive karma through good actions and negative karma through bad actions. Your karma determines the position of the next life. If you have more negative karma your soul (atman) could be reborn as an insect. If you have more positive karma you could be human or EVEN join with God and achieve Moksha.

**Puja**

Hindus show devotion to Brahman through worship (worth-ship). They sacrifice their time and offerings to practice dedication, connect to him and gain good karma. During puja a Hindu will ring the bell on the puja tray. This will bring the spirit of Brahman into the murti (statue of God). They will wave the Aarti lamp in circles before the murti, then breath in and bath in the flames. This helps cleanse them of negative karma.

**Home Shrines**

A shrine is a dedicated area for worship. It could be a room, part of a room or even a shelf. At home, they will typically contain a murti, offerings of rice and flowers, a water bowl and water to wash the murti and red tilak powder to place on the head of the murti and worshipper.

**Mandir worship**

The Mandir is a Hindu temple. They contain large statues of the gods (murtis) and helpful architecture to worship. They have steep steps to represent the hard climb to moksha, a spire to point people's thoughts up to Brahman and a moat which represents entering into God's presence and leaving bad deeds behind.

**Pilgrimage**

Hindus can make a religious journey to show devotion to God and gain good karma. They may go to make up for bad deeds, to ask for healing, to become closer to God or to thank to God. There are a number of pilgrimage sites in India and there are some rivers (EG the Ganges) where they believe heaven and earth meet.

## Key Quotes

**Hindu Scriptures**

'He does not die when the body dies' **Upanishad**

'Brahman is beyond knowledge' **Vedas**

'Be friendly and compassionate' **Upanishads**

Yoga is 'Controlling [your] thought and senses' **Upanishads**

Brahman is hard to define. He is beyond words. He is '*neti neti' (not this, not that)'* **Upanishads**

By forsaking work, no one achieves perfection' **Upanishads**

'Whatever form a devotee worships, I will bless' **Gita**

**Scholars**

Moksha and Brahman are 'Ineffable' **William James**

'Do not stop until the goal is reached' **Swami Vivekananda**

'All must follow the dharma' **Swami Vivekananda**

# Food Preparation and Safety



## 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.

# Year 7 Geography – Introduction to Geography

## Key words Earth's Forces

| | |
|---|---|
| **Erosion** | The wearing away and removal of land by wind, water and ice. |
| **Volcanoes** | The eruptive explosion of lava that is expelled from within the Earth's mantle layer. |
| **Earthquakes** | The sudden violent shaking of the ground caused by movement of the Earth's crust. |
| **Hydrological Cycle** | The constant recycling of water from solid to liquid to gas that happens on Earth. |
| **Abrasion** | The sandpaper like effect of sediment eroding land. |
| **Attrition** | Rocks colliding together to become smaller and rounder. |
| **Solution** | Chemicals wearing away at land |
| **Hydraulic Action** | The sheer force of water. |

## Rivers

| | |
|---|---|
| **Long Profile** | The course a river takes from its source in an upland area, to the flat landscape at its mouth where it meet the sea. |
| **Waterfalls** | The dramatic feature created by water flowing from hard rock to soft rock. |

## Geology

| | |
|---|---|
| **Geology** | A science that deals with the history of the earth and its life especially as recorded in rocks |
| **Geological time** | The vast amount of time since our Earth formed 4.6 billion years ago. These are broken into Era's and Period's. |
| **Igneous** | Formed from molten rock as it cools. |
| **Metamorphic** | Rocks that have been changed by heat and/or pressure after they were formed. |
| **Sedimentary** | Formed when sediments settle and compact. |
| **KT Boundary** | The thin layer of rock that exists all over the world that was left by the extinction event that wiped out the dinosaurs. |



## Key words

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

**Investigation about the Salish Sea Mystery**


**Physical geography**

**Human geography**

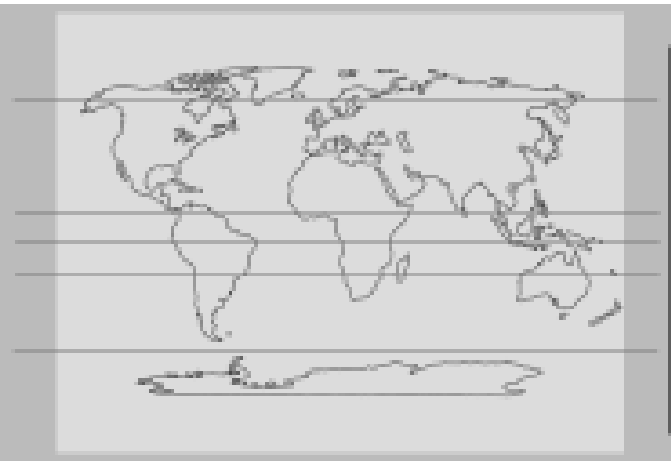
**Environmental geography**

**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.

World maps


Iceland
Great Britain
Russia
USA
China
Nigeria
India
Malaysia
Brazil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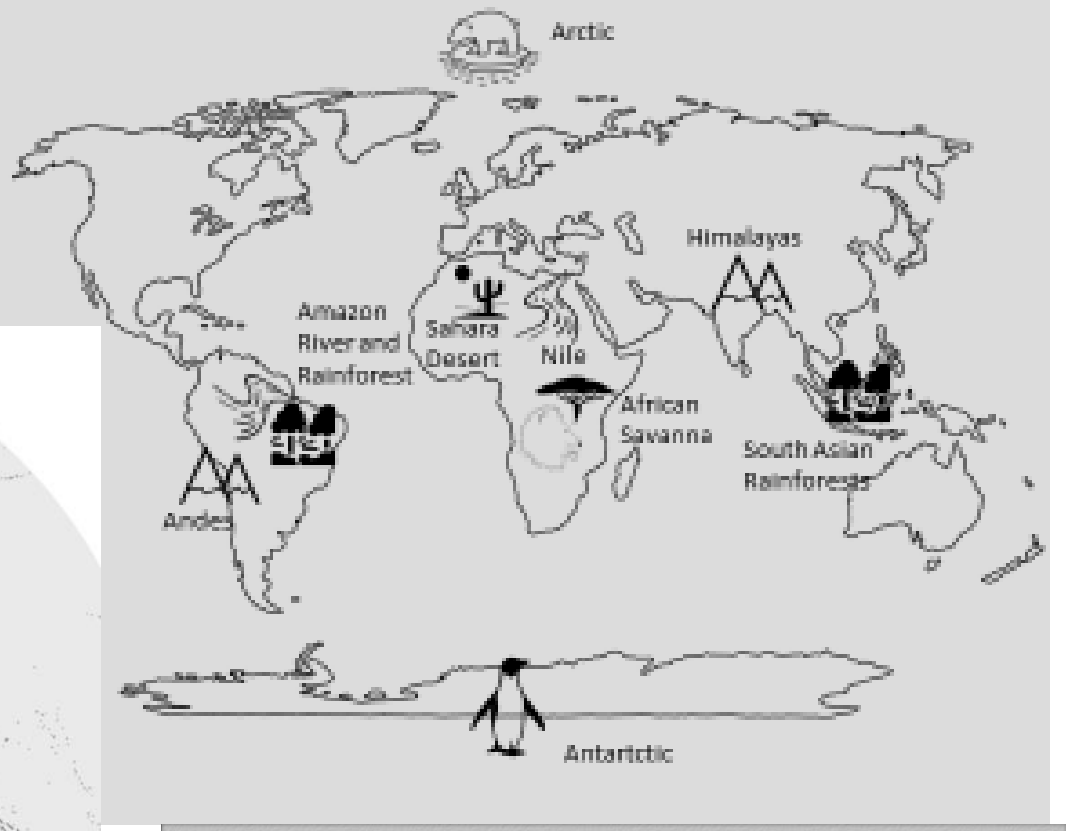
Tropic of Cancer
Equator
Tropic Of Capricorn
Antarctic Circle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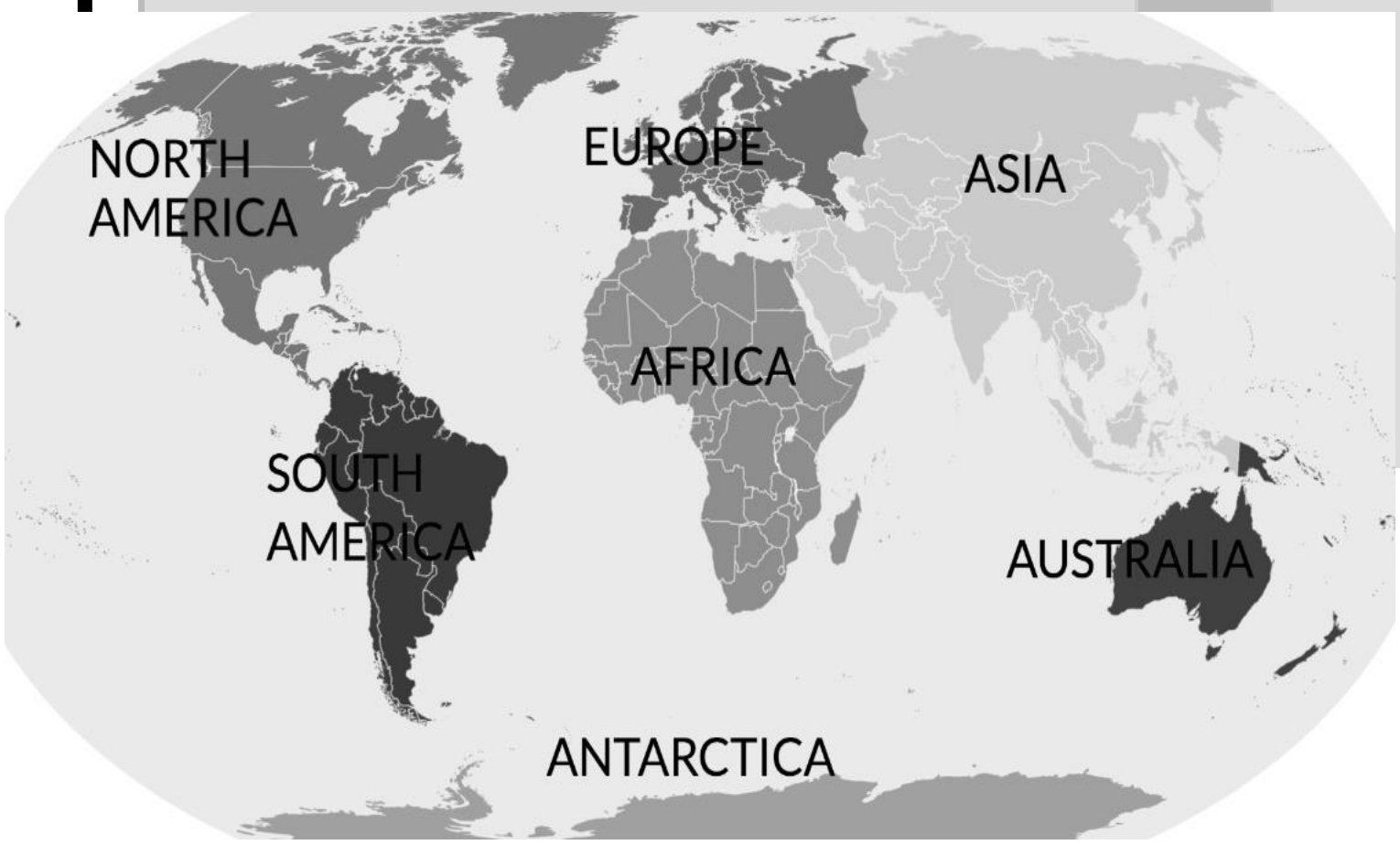
Amazon River and Rainforest
Sahara Desert
Nile
African Savanna
South Asian Rainforest
Andes
Antarctic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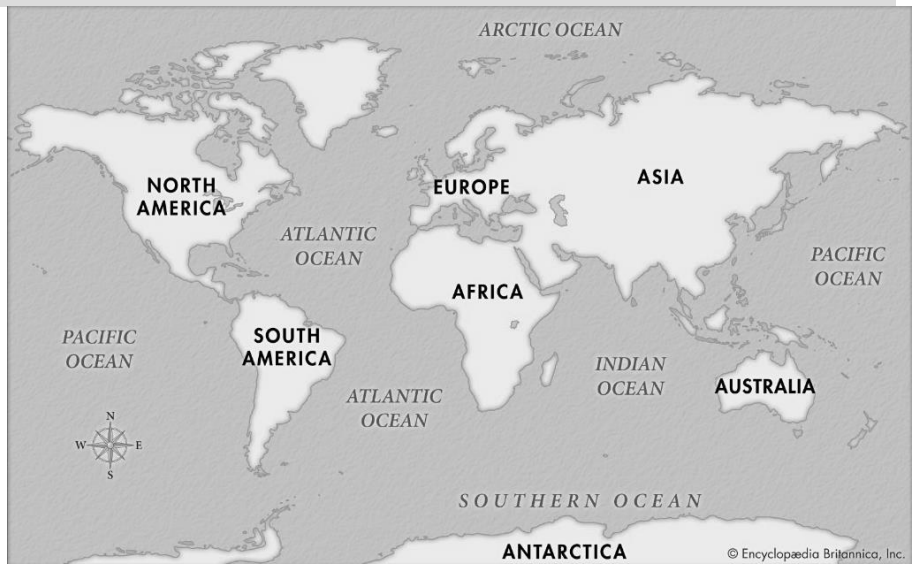
ANTARCTICA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ATLANTIC OCEAN
SOUTHERN OCEAN
ANTARCTICA
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# Year 7 Geography - Am I ever lost if I have a map?

Key words

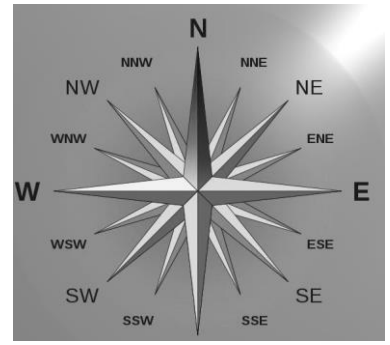
Topics

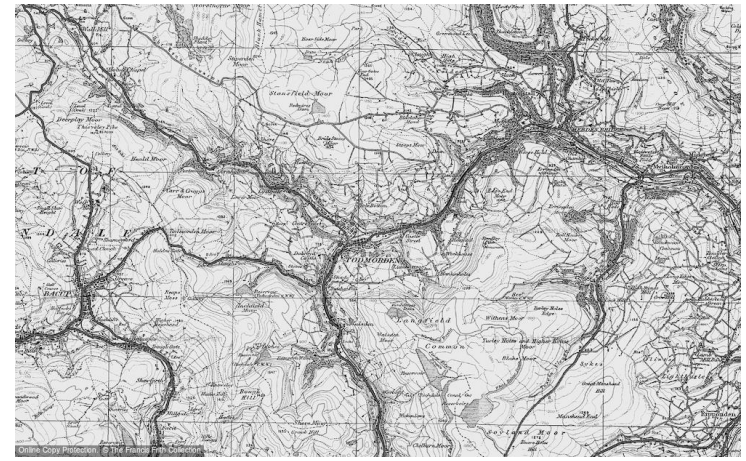
| | |
|---|---|
| **Maps** | The 2D orthographic representation of landscape/ features. |
| **4 figure grid references** | Using coordinates to highlight a grid on a map a find a place. |
| **6 figure grid references** | Using coordinates to find a more detailed location on a map. |
| **Scale** | The accurate transfer of distance from the environment to a map. |
| **Atlas** | A book that shows all the features of the entire world. |
| **Relief** | The shape of the land e.g. flat or hilly. |
| **Altitude** | The height of an object or point in relation to sea level, which is 0 metres. |
| **Contours** | Brown lines on a OS map which join up areas of similar height |
| **Latitude** | The distance of a place North or South of the Equator; Usually measured in degrees e.g. Arctic Circle approximately 66 degrees N. |

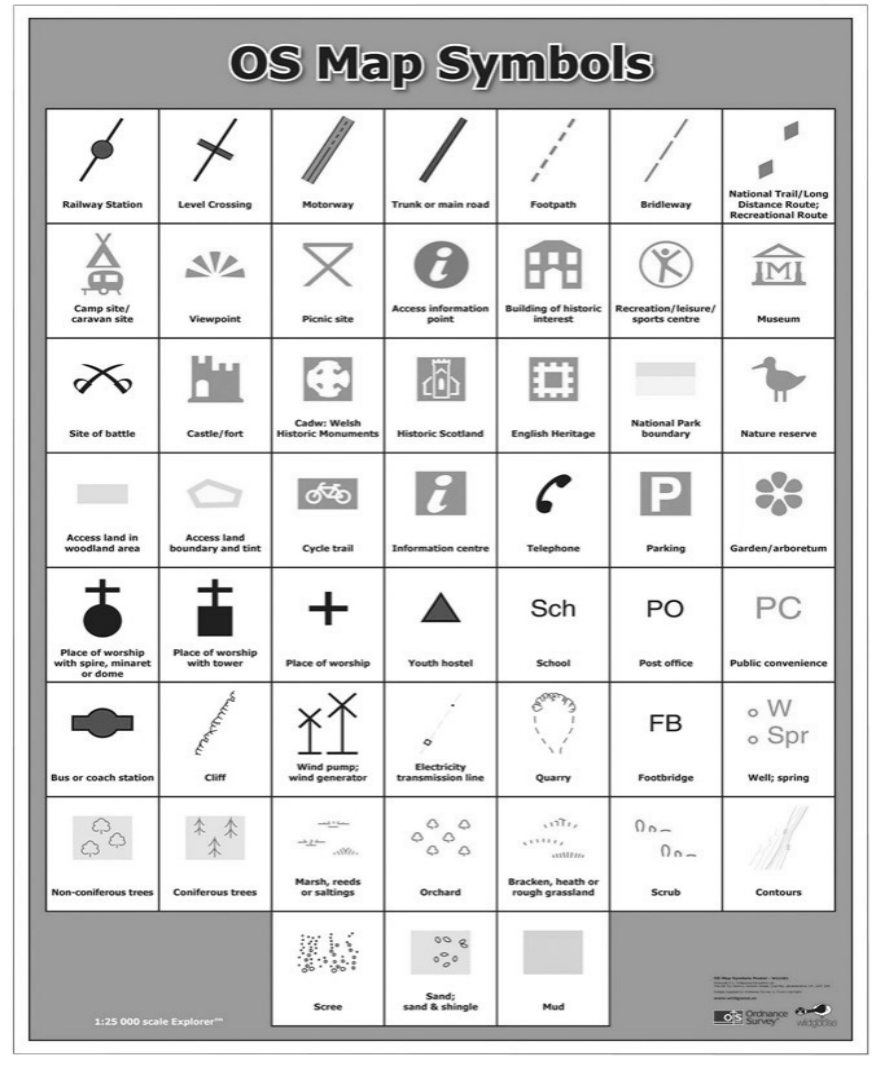
Key words

| | |
|---|---|
| **Longitude** | The measurement East or West of the Prime Meridian in Greenwich, London, e.g. Prime Meridian 0 degrees. |

Compass directions. There are 16 cardinal points of direction.



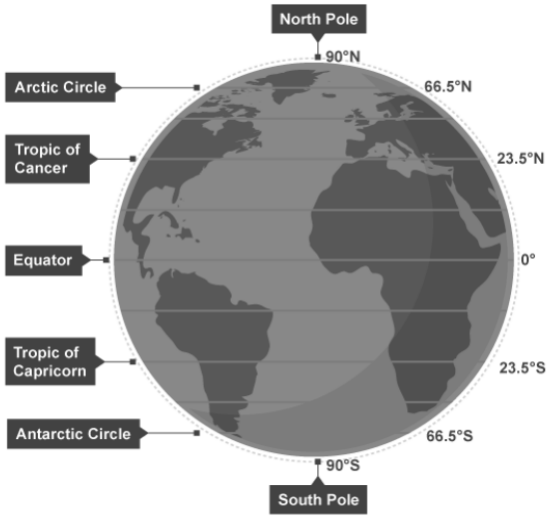





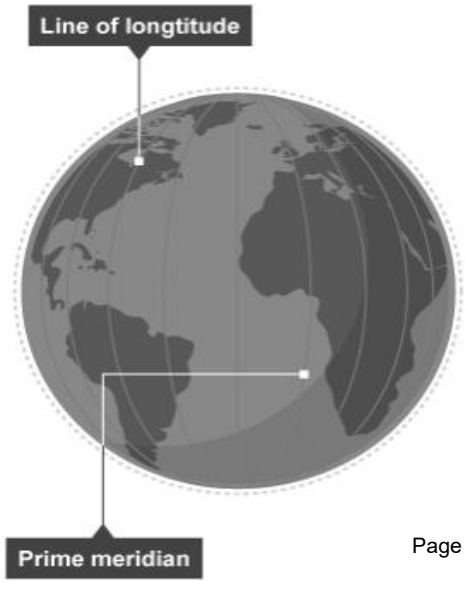

Ordnance Survey Maps (OS maps)

OS map symbols translate what all the images represent in the actual environment.

## Latitude

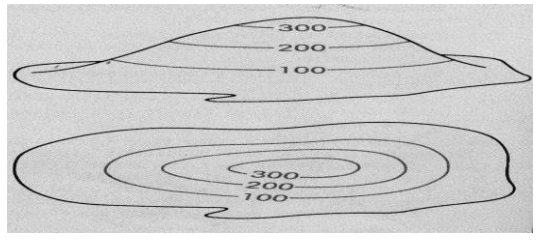



## Longitude




## Altitude and Relief

## Contours



# Year 7 History Half term 1: Golden Age of Baghdad and Anglo-Saxon England

**Source skills**

**Content** What can be seen in the source.

**Provenance** Who created the source and why?

## 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. |
| **Caliphate** | An Islamic state/Empire. |
| **Civilisation** | Society, culture and way of life of an area. |
| **Empire** | Group of countries ruled by a single, more powerful, country. |
| **Freemen** | A person who was not enslaved. |
| **House of Wisdom** | A huge library in Baghdad that was the centre of learning for the Caliphate. |
| **Inherited** | Passing on private property, titles, debts, entitlements, privileges, rights, and obligations upon the death of an individual. |
| **Oath** | A legally binding promise. |
| **Resources** | Stock or supply of money and materials needed to function. |
| **Silk Road** | A network of trading routes stretching from Europe to the Far East. |
| **Trade** | Activity of buying and selling, or exchanging goods/services between people and countries. |

## 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 with 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 herself 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 the village was a high fence to keep the people safe at night from enemies and the wild animals of the forests.

## Anglo-Saxon England

- 597 – Conversion from Pagan to Christian begins.
- 633 – Lindisfarne Monastery founded.
- 650s – Sutton Hoo ship burial.

## Golden Age of Baghdad

- 762 – City of Baghdad founded.
- 809 – House of Wisdom and Baghdad Hospital established
- 830 – Al-Khwarizm writes book on algebra.
- 928 – First code of law enacted by King Ethelstan.
- 1037 – Death of Avicenna – Islamic physician who studied transmissions of disease.
- 1066 – Death of Harold II – Last Anglo-Saxon King of England.
- 1258 – Baghdad sacked by Mongol army.

# Year 7 History Half term 2: Did the Normans bring a truckload of trouble?

**Content** What can be seen in the source.

**Provenance** Who created the source and why?

## Key people

### Monarchs

**Edward the Confessor**
King of England between 1042 and 1066. Edward had no children which meant there was no clear successor to the throne – which led to the crisis of 1066.

### Contenders to the throne in 1066

**Harold Godwinson – The Saxon**
Most powerful English nobleman after the death of Edward the Confessor. Edward named Harold as his heir on his deathbed. Had the support of the Witan. Killed at the Battle of Hastings.

**Harald Hardrada – The Viking**
King of Norway and a Viking warrior. Believed he should be king as his ancestor King Cnut had once ruled England. He invaded the North of England in 1066 and died at Battle of Stamford Bridge.

**William Duke of Normandy - The Norman**
Ruled Normandy, the most powerful part of France and believed he'd been promised the throne by both Edward and Harold. Had the support of the Pope in his invasion of England and is crowned king after winning the Battle of Hastings.
To control England he introduces the Feudal System, the Domesday Book and built castles across England.

## Key terms

| | |
|---|---|
| **Bailey** | A large yard with kitchens, storerooms etc. |
| **Baron** | A wealthy powerful lord who controlled large areas of England. They swore loyalty to the king. |
| **Cavalry** | Soldiers on horseback, used by William at the Battle of Hastings. |
| **Concentric Castles** | Stone castles with an extra stone wall to give further defense. |
| **Fyrd** | Local soldier who fought for Harold Godwinson. |
| **Housecarl** | Elite Saxon soldier; well trained and heavily armoured. |
| **Knight** | A warrior who served in the King's Army for 40 days. Often owned land. |
| **Motte** | Mound of earth, up to 15m high, where the keep was located. |
| **Norman** | A group of that settled in Normandy, France, They became dominant in England in the 11th Century. |
| **Rebellion** | Opposition to authority i.e kings. |
| **Saxon** | A group settled in England in the 5th Century. They were in control until the 11th Century |
| **Tyrannical** | Being powerful in a cruel or damaging way. |
| **Villein** | A term referring to a farmer in the Feudal System. They are controlled by the Lord of the Manor and farm his land. |
| **Witan** | Group of powerful nobles who help run England. |

## Key events

**Summer of 1066**
Edward the Confessor dies leaving no heir, and Harold Godwinson is crowned. Harald Hardrada invades Northern England but is defeated by Godwinson at the Battle of Stamford Bridge. William's army land in Pevensey on 29h September; Godwinson's men travel 210 miles in 5 days. Godwinson is killed during the Battle of Hastings and William is crowned as king.

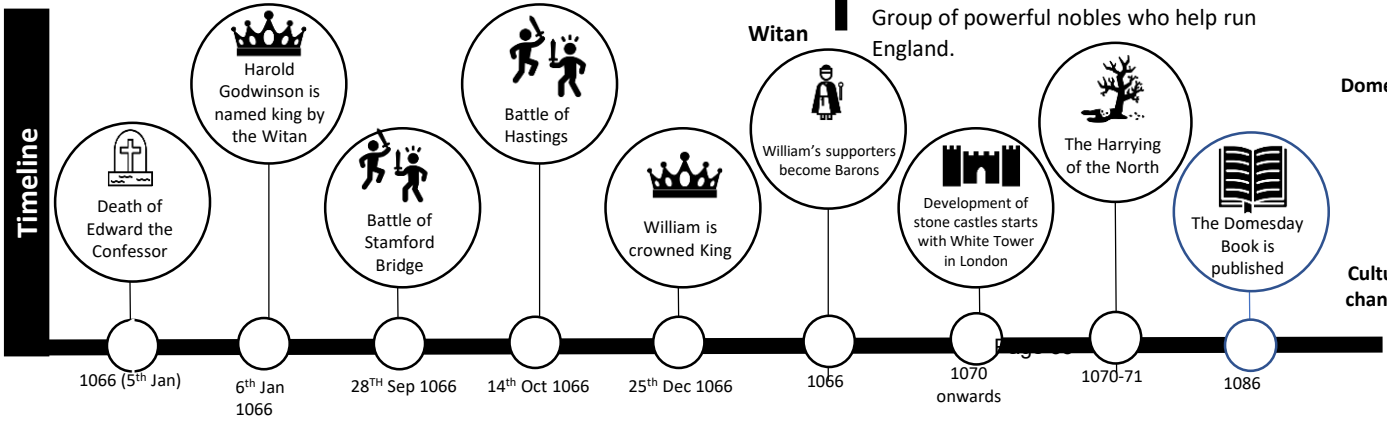
**Castles**
Following Norman landing, Motte and Bailey castles were built. They were made of wood and could be built in about 14 days. They gave commanding views of local areas and intimidated the local population. Could be burnt down fairly easily. Castles became increasingly made of stone, developing into stone keep and concentric castles. They were expensive and time-consuming to build however were incredibly difficult to attack. Concentric castles were stone castles built with an extra wall to make them even more secure.

**Feudalism**
The Feudal System was a system of loyalty/control. It had a structure of the king at the top and peasants at the bottom. Each tier got things from the tier above and had to swear loyalty and do various other things.
For peasants, other than now swearing loyalty to a Norman lord rather than an Anglo-Saxon one, very little changed. They had to do 3 days a week of unpaid 'week-work'. They also had to pay various taxes.

**Domesday Book**
The Domesday Book was ordered by William in 1085 and completed in 1086. It told William who owned every piece of land in England and who owned all the livestock.

**Cultural changes**
The Normans introduced new codes of law, that removed Anglo-Saxon and Danelaw. French now became the official language of the English monarchy; modern English is heavily influenced by the introduction of French. The freedom of women in Norman England was hugely limited, compared to Anglo-Saxon England.

## Timeline



# Year 7 History Half term 3: Were Medieval Kings able to do whatever they wanted?

## Key people

**Monarchs**

**Henry II** (reigned 1154-1189)
King of England from 1154 until his death in 1189. He believed the Church had too much power, so challenged this. Responsible for the death of Thomas Becket.

**King John** (reigned 1199-1216)
The second son of Henry II. John was very unpopular. In 1215, John was made to sign the Magna Carta by his barons – which limited his power.

**Henry III** (reigned 1216–1272)
The son of King John. He tried to break the terms of Magna Carta, which led to a rebellion. He was forced to agree to the setting up of a Parliament.

**Churchmen and Barons**

**Thomas Becket**
Became Archbishop of Canterbury in 1162. Before this, was good friends with Henry II, however the two men clashed over their different ideas about the role of the Church. He was killed in 1170.

**Simon de Montfort**
Known also as 'The Father of Parliament'. One of the leading barons in England. Captured Henry III at Battle of Lewes and called a Parliament in 1265

## Key terms

**The Church** – Means all of Christianity in England, not just one building. This means the Catholic Church in Rome in the Medieval Period.

**Catholicism** – A type of Christianity led by the Pope in Rome.

**Excommunicate** – The Pope officially exclude (someone) from participation in the sacraments and services of the Christian Church

**Flagellation** – The act of whipping oneself to say sorry to God.

**Magna Carta** – A document signed by King John which sets out in law the power of the English king.

**Monasteries** – A building where monks live and work together. Henry VIII destroyed these during the Dissolution.

**Martyr** – Someone who dies standing up for their religion. They're celebrated by their religion.

**Parliament** – An elected group who a monarch consults in the running of the country.

**Priest** – A religious leader in charge of performing religious ceremonies in churches.

## Key events

**The Medieval Church**

**Churches** were important as meeting places – most people went to Church at least once a week.
In 1066, there were around 1000 monks. By 1300, there were over 12,000 monks in England.
Ideas about **Heaven/Hell** were very important to people. People lived their lives following the Church's rules so they'd go to heaven when they died. **Hospitals** were run by priests not doctors – people used prayer to cure illness not medicine.

**Henry II challenged the power of the Church**

**Henry II** tried to limit to power of the Church by passing the Constitutions of Clarendon. **Archbishop Thomas Becket** was very unhappy about this, leading to the two men clashing. Due to this, Henry II supposedly organised for Becket to be killed. Henry was punished by the Church for this. He had to give up on the **Constitutions of Clarendon** and was whipped by monks. Thomas Becket was cannonised and became a saint.

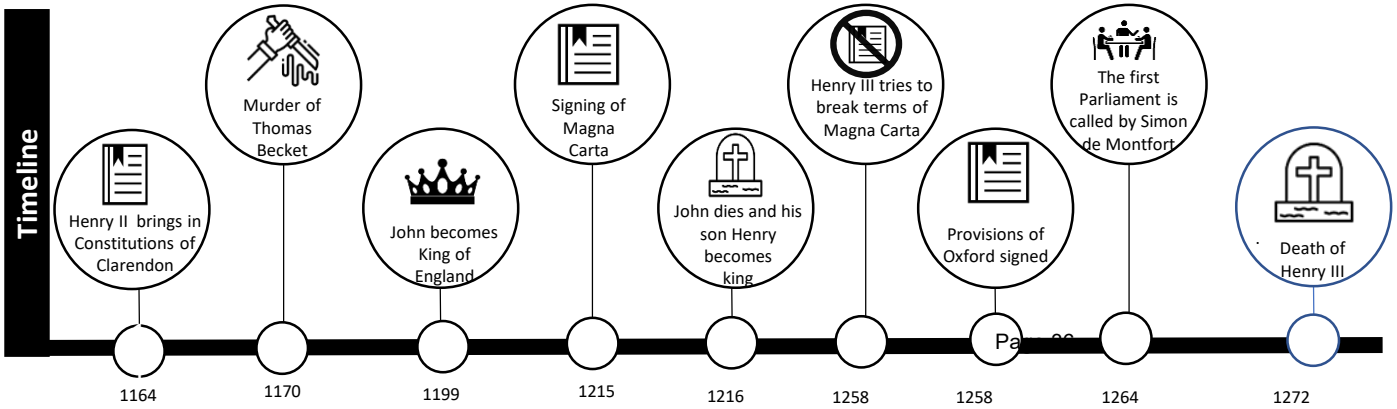
**King John and Magna Carta**

**King John** was very unpopular in England. He charged high taxes, offended his barons and tried to interfere in religious matters. John was excommunicated by the Pope which stopped all religious services in England for 7 years. His Baron's made John sign **Magna Carta** (the Great Charter) setting out the rights that they had.

**Henry III, Simon de Montfort and Parliament**

John's son; **Henry III**, also had arguments with his baron's. Henry tried to raise taxes to fight in the Pope's Holy Wars, often without asking his barons. One of his barons, **Simon de Montfort**, forced Henry to sign the **Provisions of Oxford**. When Henry broke the Provisions of Oxford, de Montfort led a rebellion against the king. Henry was captured and Simon de Montfort called England's first parliament consisting of 2 commoners from each region. This became known as the House of Commons.

## Timeline



Year 7 Latin – half term 1

# Stage 1

## 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.

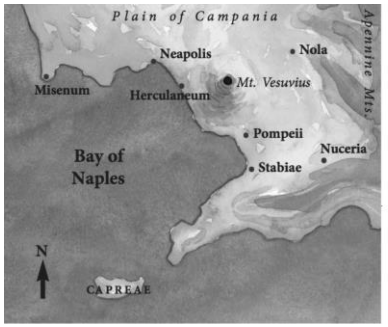
*"Clemens in horto laborat"* –
Clemens is working in the garden.

*"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




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


Central and southern Italy.

- 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.

**Year 7 Latin – half term 2**

# Stage 2

| | |
|---|---|
| *amicus* | friend |
| *ancilla* | slave girl |
| *cena* | dinner |
| *cibus* | food |
| *dominus* | master |
| *dormit* | sleeps/is sleeping |
| *gustat* | tastes |
| *intrat* | enters |
| *laetus* | happy |
| *laudat* | praises |
| *mercator* | merchant |
| *quoque* | also |
| *salutat* | greets |

## Word order

This stage introduces the **nominative** and **accusative** to our sentences.

**Nominative** – noun doing the action.
**Accusative** – noun having the action done to it.

If ***Metella*** does an actions, such as praising Grumio, the nominative is used:

***Metella*** *Grumionem laudat.*
(Metella praises Grumio).

If the action is done to ***Metella***, the accusative is used:

*amicus* ***Metellam s****alutat.*
(The friend greets Metella).

This applies for all verbs; depending on their role in the sentence, the ending of the verb changes.

| | | | |
|---|---|---|---|
| Nominative<br>Does the action | Caecilus | Metella | Grumio |
| Accusative<br>Has action done to it | Caecilium | Metellam | Grumionem |

*Caecilius culinam intrat.* = Caecilius enters the kitchen.
*Metella Caecilium Salutat.* = Metella greets Caecilius.
*amicus servum vituperat.* = The friend curses the slave.
*Clemens vinum portat.* = Clemens carries the wine.
*amicus Grumionem visitat.* = The friend visits Grumio.
*Grumio cibum gustat.* = Grumio tastes the food.

## Ancient Civilisation

- The House in ancient Rome was an important aspect of family life.
- Houses would quite frequently have shop fronts to the front, exiting onto the street. The house would be accessed through a corridor.
- The garden was a particularly important space used for entertaining guests, especially in the warm summer months.
- The most important room was the dining room. This room would be richly decorated with *frescoes* painted directly onto walls. These *frescoes* were to show the wealth of the family.
- The dining room had three couches (***tri****clinium)* and dinner would be an extravagant affair with many courses. These courses included light dishes to whet the appetite, meat dishes and sauces were offered for mains and dessert ranged from fruit to nuts and cheeses. Dinners could be 12-15 courses and take all night.

# Year 7 Latin – half term 3

# Stage 3

## Vocabulary

| | |
|---|---|
| *ad* | to |
| *bibit* | drinks |
| *circumspectat* | looks around |
| *clamat* | shouts |
| *ecce!* | look! |
| *et* | and |
| *exspectat* | waits for |
| *ianua* | door |
| *iratus* | angry |
| *leo* | lion |
| *magnus* | big |
| *navis* | ship |
| *non* | not |
| *portat* | carries |
| *respondet* | replies |
| *ridet* | smiles/laughs |
| *salve!* | hello! |
| *surgit* | gets/stands up |
| *taberna* | shop |
| *videt* | sees |
| *vinum* | wine |

## Word order

**Declensions**

In Latin, similarly to Spanish and French, words are categorised into different groups. We call these 'declensions'. Knowing these declensions mean you can easily recognise the patterns in the language.

| | First declension (-a) | Second declension (-us) | Third declension (-other) |
|---|---|---|---|
| Nominative (doing the action) | *Metella ancilla taberna poeta* | *Caecilius amicus dominus servus* | *mercator leo senex pictor* |
| Accusative (action done to them) | *Metellam ancillam tabernam Poetam* | *Caecilium amicum dominum servum* | *mercatorem leonem senem pictorem* |

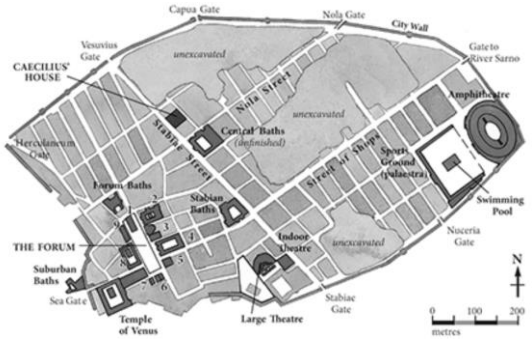
*Metella ancillam salutat.*
*ancilla Metellam Salutat.*

*dominus amicum vituperat.*
*amicus dominum viteuperat.*

*mercator leonem spectat.*
*leo mercatorem spectat.*

## Ancient Civilisation – The Town of Pompeii

- Pompeii is located near to the volcano, Mount Vesuvius and near to the Bay of Naples, in Italy.




- There are two main streets that cut through Pompeii; the Street of Shops and Stabiae Street. The rest of the town is divided neatly into blocks.
- In all the main streets there were bakers' shops and bars that sold hot and cold drinks and snack. Carvings in stone outside the buildings indicate the type of shop.
- The western end of the town sits **the forum**, which was the main centre of trading in Pompeii.
- As a port town, Pompeii had many nationalities passing through it: Romans, Greeks, Syrians, Jews, Africans, Spaniards and more would frequently come in to contact with one another.

Shop shutters

Counter serving wine or hot food

# Year 7 Music

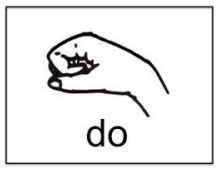
# Musicianship

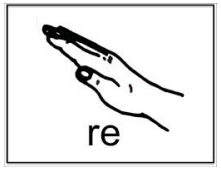
| Terminology | |
|---|---|
| Beat | A continuous sound or pulse throughout a whole piece of music. |
| Rhythm | The variety of long and short sounds, that create patterns within music. |
| Notation | How music is written down as symbols. |
| Solfa | Using syllables to understand pitch. |
| Pitch | How 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 onto. |

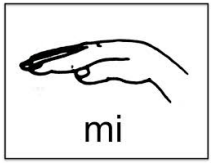
## Rhythms and note values

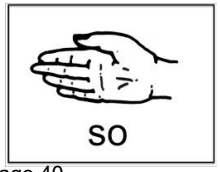
| | | | |
|---|---|---|---|
|  | Ta | Crotchet | 1 beat |
|  | Ti-ti | 2x Quavers | 1 beat (half a beat each) |
|  | Ta-a | Minim | 2 beats |
|  | Rest | Crotchet rest | 1 beat |
|  | Tika-tika | 4 x Semiquavers | 1 beat (quarter beat each) |
|  | Tika-ti | 2x Semiquavers 1x Quaver | 1 beat ( ¼ + ¼ + ½) |

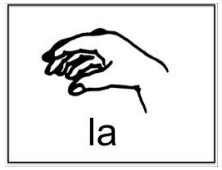
## Solfa Hand Signs

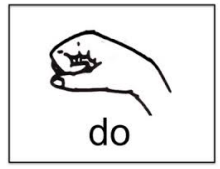


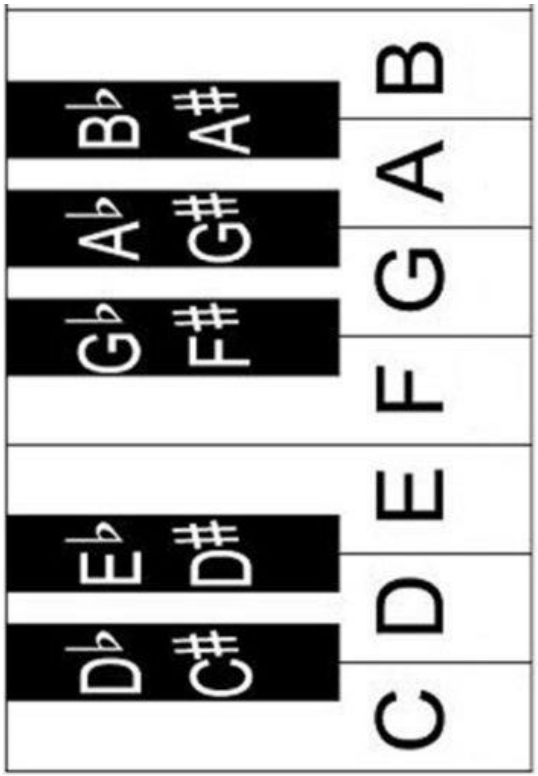



# Year 7 Music

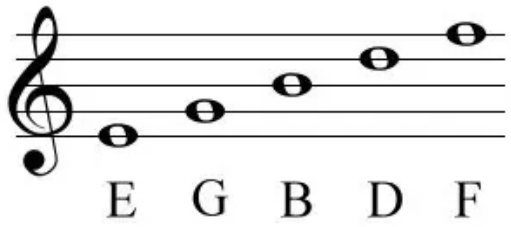
# Peter and the Wolf

| Instruments of the Orchestra | | | |
|---|---|---|---|
| **Strings** | **Woodwind** | **Brass** | **Percussion** |
| Violin | Flute | Trumpet | Cymbals |
| Viola | Clarinet | Trombone | Snare drum |
| Cello | Oboe | French Horn | Bass drum |
| Double Bass | Bassoon | Tuba | Glockenspiel |
| Harp | Piccolo | | Timpani |

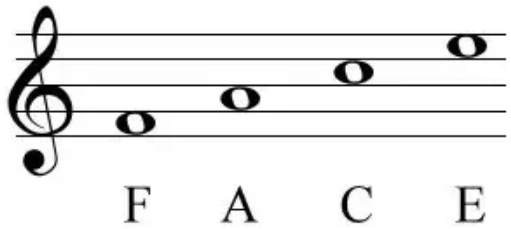



## Stave Notation

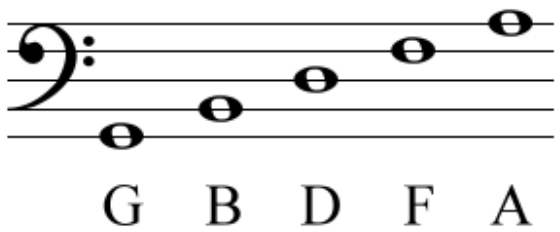
### Treble clef



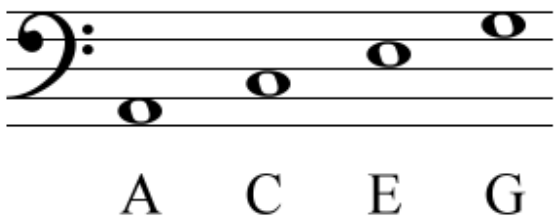

Every Green Bus Drives Fast




### Bass clef




Good Burritos Don't Fall Apart

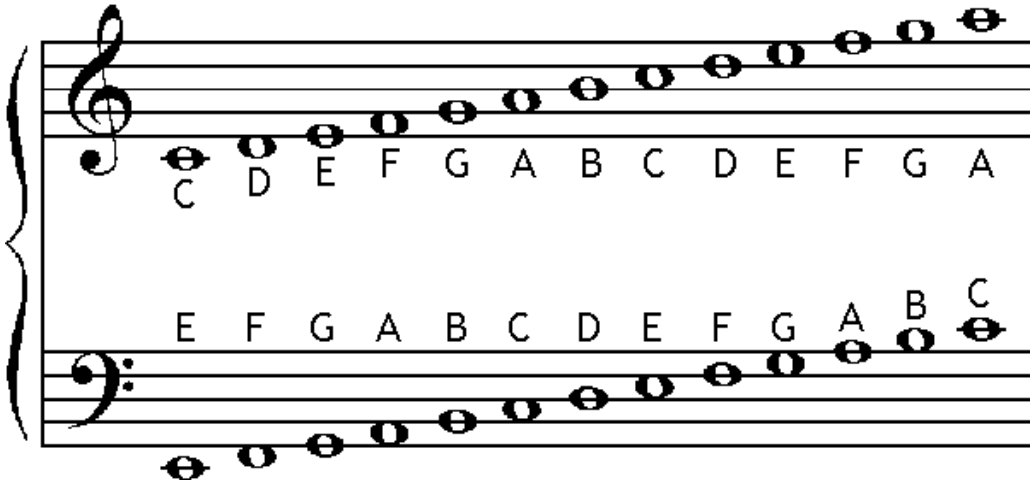



All Cows Eat Grass

# Year 7 Music

# Folk Music

## Stave Notation - Treble & Bass clef




## How to build a chord

Use the **1st, 3rd and 5th** notes of the scale to build a basic chord.

Example: **A** B **C** D **E** F G = A minor chord = **A C E**

## Instrumentation – Folk Music

## Terminology

Bar & bar lines
Notation
Stave
Ledger lines
Accuracy
Fluency
Beat
Time signature
Rhythm
Melody
Phrasing
Sequence
Pitch
Structure
Harmony
Chords
Style
Genre

# Year 7 PE

# Netball

**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.

**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.

# Year 7 PE

# Football

**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.

**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.

**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.

**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.

**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.

**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.

# Year 7 PE

# Basketball

**Rules**

- A basketball team can have a maximum of five players on the court.
- Player substitutions can be made at any time and there is no restriction on the number of substitutions made.
- A ball can travel through dribbling or passing.
- A player is no longer able to dribble with the ball once the player puts two hands on the ball. At this point, a player must either pass or shoot.
- If a team wins possession back in their own half, they have ten seconds to get it into their opponent's end or a foul will be called.
- An attacking team has 24 seconds from gaining possession of the ball to shoot
- After the shot is taken, the clock is restarted for another 24 seconds.
- After a team scores a basket, the ball is returned back to the opposition to start again.
- All fouls that are committed throughout a game are to be accumulated and when a certain number is reached, the umpire will award a free throw.
- Depending on where a technical foul is committed, the umpire may award a number of free throws a player will receive.
- Violations can be awarded by the officials in basketball for player handling errors. These include travelling, double dribble, goal-tending and back court violation.

**Officials**

During a competitive game of basketball there are two referees, a scorekeeper, timekeeper and a shot clock operator. To ensure that everybody is aware of a decision made, the referees perform a series of hand and arm signals.

**Scoring**

In a game of basketball there are three clear ways to score points. If a shot is successfully scored from outside of the three-point line, three points are awarded. If a shot is successfully scored from inside of the three-point line, two points are awarded. If a team is awarded a technical foul then they will receive between one and three free shots. Each shot scored will be awarded with one point.

## 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 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, 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

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.

***Stage one***

Stand with feet shoulder width apart, 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. The ball should be held in front of the chest with the elbows tucked in.

***Stage two***

Step in the direction of the pass by extending your 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. The back of the hands face one another with the thumbs straight down.

***Stage three***

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.

## Jump shot

The purpose of the jump shot is to allow the shooter to take aim from a higher position and therefore prevent a defender from blocking it.

***Stage one***

Place feet shoulder width apart, toes pointing straight ahead, and knees bent. Place non-shooting hand on the side of the ball and the shooting hand at the back of the ball, with the elbow tucked in. Hold the ball at chest height.

***Stage two***

Extend the legs/ankles by jumping straight up. Whilst in flight, extend back, shoulders and elbow. Flex the wrist and fingers forwards and release the ball at the highest point. After release, fingers should be pointed at the target, with the palm facing down.

## Lay-up

A lay-up provides a player with the opportunity to drive at the opponent's basket, jump close to the target and release the ball safely at the backboard.

***Stage one***

Dribble to the side of net. When a few metres away from the basket, hold the ball with both hands on the shooting hands side of the body. Place the non-shooting hand on the side of the ball, and shooting hand on top of the ball.

***Stage two***

The last step before the lay-up jump should ensure that take off foot is opposite to the shooting hand (left foot/right hand). Flex the knee at take-off.

***Stage three***

Whilst jumping, extend the shooting knee and raise the ball up. Bring the ball between the shoulder and ear. Direct the wrist and fingers straight at the basket and release the ball at the highest point. Complete the follow through with the arm up and palm facing down, and hold until the ball has reached the basket.

# Year 7 PE

**Health, Fitness and Exercise**

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. *Adults* - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. *Children and young people* - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.

**Consequences of a sedentary lifestyle**

If a person does not take part in regular physical activity, exercise or sport then they are at risk of a number of illnesses and negative effects such as weight gain or obesity; heart disease; hypertension (high blood pressure); diabetes; depression; increased risk of osteoporosis and loss of muscle tone.

**Lifestyle choices**

Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.

# Health related exercise

| | Definition | Example |
|---|---|---|
| **Body composition** | The percentage of body weight which is fat, muscle and bone. | The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars. |
| **Cardiovascular fitness** | The ability of the heart, lungs and blood to transport oxygen. | Completing a half marathon with consistent split times across all parts of the run. |
| **Flexibility** | The range of motion (ROM) at a joint. | A gymnast training to increase hip mobility to improve the quality of their split leap on the beam. |
| **Muscular endurance** | The ability to use voluntary muscles repeatedly without tiring. | A rower repeatedly pulling their oar against the water to propel the boat towards the line. |
| **Strength** | The amount of force a muscle can exert against a resistance. | Pushing with all one's force in a rugby scrum against the resistance of the opposite pack. |
| **Agility** | The ability to change the position of the body quickly and control the movement. | A badminton player moving around the court from back to front and side to side at high speed and efficiency. |
| **Balance** | The ability to maintain the body's centre of mass above the base of support. | A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds. |
| **Coordination** | The ability to use two or more body parts together. | A trampolinist timing their arm and leg movements to perform the perfect tuck somersault. |
| **Power** | The ability to perform strength performances quickly. | A javelin thrower applies great force to the spear while moving their arm rapidly forwards. |
| **Reaction time** | The time taken to respond to a stimulus. | A boxer perceives a punch from their left and rapidly moves their head to avoid being struck. |
| **Speed** | The ability to put body parts into motion quickly. | A tennis player moving forwards from the baseline quickly to reach a drop shot close to the net. |

Year 7 PE

# BADMINTON

**Key terms**

Backhand Doubles Forehand Grip Rally Ready positionServe Singles Shuttle

## Rules and regulations

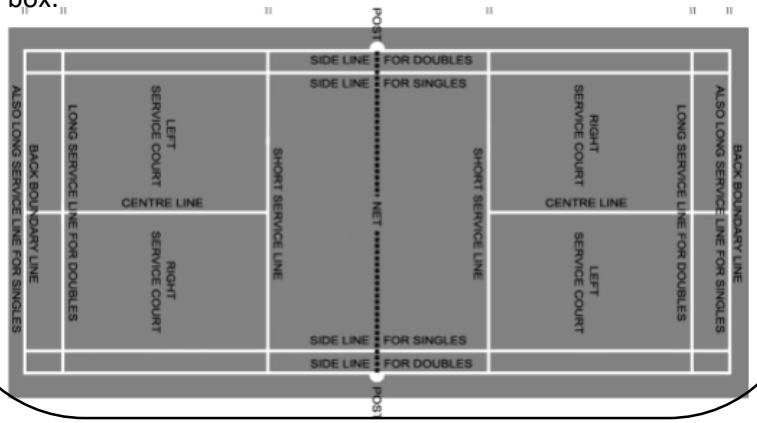
- A game always starts at love all (0-0).
- A game is played up to 21 points; the game must be won by two clear points.
- A game always starts with a serve from the right hand box (Even).
- The serve must land beyond your opponents service line.
- All serves must be hit into the diagonal service box.
- Whoever wins the point serves next.
- You cannot hit the net with your racket or body.

## Serving/ court area

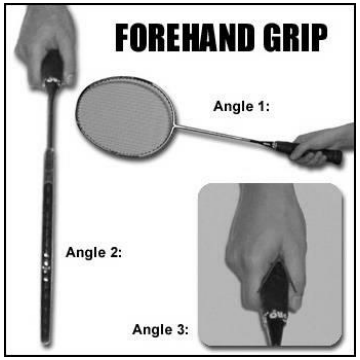
**There are three types of serve**: Short/backhand, long, flick.

**Court area**: *long and thin* for singles, *short and wide* for doubles.

**Determining where to serve from:** If the score is even you serve in the right box, if the score is odd you serve in the left box.




## Types of grip





## Attacking shots

- Smash shot
- Drop shot
- Net shot

## Defensive shots

- **Overhead clear** (played to the back of your opponents court)

**Exit routes**:

**Todmorden Badminton Club**
Todmorden
Leisure Centre
Ewood Lane
OL14 7DF

**Brunlea Badminton Club**
St Peter's Centre
Burnley
BB11 1NG

# Year 7 Spanish Unit 1&2 – Talking about my Age and When my Birthday is

Todmorden High School
Equipo español

| | | | | | | |
|---|---|---|---|---|---|---|
| **Me llamo** *I am called* | | | | **Tengo** *I have** | **un** 1 | **año** *year* |
| **Mi hermano** *My brother*<br><br>**Mi hermana** *My sister* | **se llama** *is called* | **Alejandro, Antonio**<br>**Arantxa, Belén, Carlos, Diego, Emilia, Felipe, Isabel, José, Julián, María, Paco, Roberto** | **y** *and* | **tiene** *he/she has** | **dos** 2 **tres** 3 **cuatro** 4<br>**cinco** 5 **seis** 6 **siete** 7<br>**ocho** 8 **nueve** 9 **diez** 10<br>**once** 11 **doce** 12 **trece** 13<br>**catorce** 14<br>**quince** 15<br>**dieciséis** 16 | **años** *years* |

**THINGS TO REMEMBER:**
1) The number "**uno**" becomes "**un**" when it goes **before** a **noun**. e.g. "**Tengo un hermano**". = I have **A** brother, rather than I have **ONE** brother
2) In Spanish, we use the verb "to have" for age. So, we say "**tengo diez años**" to say how old we are, even though it means, literally "**I have ten years**". There are a few Latin languages (e.g. Italian/French) that do this ☺

| | | | | | |
|---|---|---|---|---|---|
| **Me llamo José** *My name is José* | **soy de Madrid** *I am from Madrid*<br><br>***tengo X años** *I am X years old* | **y** *and*<br><br>**mi cumpleaños es el** *my birthday is the* | 1 **- uno / primero**, 2**- dos** 3 **– tres**<br>4**- cuatro** 5**- cinco** 6**- seis** 7**- siete**<br>8 **ocho** 9**- nueve** 10**- diez** 11**- once**<br>12 **– doce** 13**- trece** 14**- catorce**<br>15 **– quince** 16**– dieciséis** 17**- diecisiete**<br>18**- dieciocho** 19**- diecinueve** 20 **- veinte**<br>21 **– veintiuno** 22 **– veintidós**<br>23 **– veintitrés** 24 **- veinticuatro**<br>25 **– veinticinco** 26 **- veintiséis**<br>27 **– veintisiete** 28 **- veintiocho**<br>29 **– veintinueve** 30 **- treinta**<br>31 **- treinta y uno** | **de** *of* | **enero** *January* **febrero** *February*<br>**marzo** *March* ***abril*** *April*<br>**mayo** *May* **junio** *June*<br>**julio***July* **agosto** *August*<br>**septiembre** *September*<br>**octubre** *October*<br>**noviembre** *November*<br>**diciembre** *December* |
| **Mi amiga se llama Catalina** *My friend is called Catalina* | **es de Bilbao** *he/she is from Bilbao* | **y** *and* | | | |
| **Mi amigo se llama Francisco** *My friend is called Francisco* | ***tiene X años** *he/she is X years old* | **su cumpleaños es el** *his/her birthday is the* | | | |

**DON'T FORGET!**
**tengo** actually means "**I have**" and **tiene** actually means "**he/she has**" in Spanish.

You use this verb for telling age. You will see it many times throughout this year

# Year 7 Spanish Unit 3&4 – Describing hair and eyes & Where I live and am from

Todmorden High School
Equipo español

| | | | | |
|---|---|---|---|---|
| **Me llamo...** *I am called*<br>**Se llama**<br>*He/she is called* | **Antonio, Carlos, Diego,**<br>**Emilia, Isabel María,**<br>**José, Julián, Roberto** | **y**<br>*and* | **tengo** *I have*<br>**tiene** *he/she has* | **seis años** *6 years* **siete años** *7 years*<br>**ocho años** *8 years* **nueve años** *9 years*<br>**diez años** *10 years* **once años** *11 years*<br>**doce años** *12 years* **trece años** *13 years*<br>**catorce años** *14 years*<br>**quince años** *15 years*<br>**dieciséis años** *16 years* |
| **Tengo el pelo** *I have...hair*<br>**Tiene el pelo** *He/she has...hair* | **castaño** *brown* **moreno** *dark brown*<br>**negro** *black* **pellirojo** *red/ginger*<br>**rubio** *blonde* | **y** | **a media melena** *med. length* **corto** *short*<br>**en punta** *spiky* **largo** *long* **liso** *straight* **rapado** *very short/crew cut*<br>**rizado** curly **ondulado** *wavy* | |
| **Tengo los ojos** *I have… eyes*<br>**Tiene los ojos** *He/she has… eyes* | **azules** *blue* **marrones** *brown*<br>**verdes** *green* **negros** *black* | **y** | **(no) llevo** *I (don't) wear*<br>**(no) lleva** *(he/she) doesn't wear* | **gafas** *glasses*<br>**bigote** *a moustache* **barba** *a beard* |

| | | | | |
|---|---|---|---|---|
| **Me llamo David y…** *My name is David and…* | **vivo en** *I live in* | **una casa** *a house* | **bonita** *pretty* **fea** *ugly* **grande** *big*<br>**pequeña** *small* | **en el centro** *in the centre*<br>**en las afueras** *on the outskirts* |
| | | **un piso** *a flat* | **en un edificio antiguo** *in an old building*<br>**en un edificio moderno** *in a modern building* | **en la costa** *on the coast* |
| | **soy de** *I am from* | **Barcelona Bilbao**<br>**Bogotá Buenos Aires**<br>**Cádiz Cartagena**<br>**La Habana**<br>**Lima Madrid Quito**<br>**Santiago Montevideo**<br>**Zaragoza** | **en Cataluña (en España)** *northwest region of Spain*<br>**en el País Vasco (en España)** *northern region of Spain*<br>**en Colombia (la capital)** *capital of Colombia*<br>**en Argentina (la capital)** *capital of Argentina*<br>**en Andalucía (en España)** *south of Spain*<br>**en Colombia (en la costa)** *coast of Colombia*<br>**en Cuba (la capital)** *capital of Cuba*<br>**en Perú (la capital)** *capital of Peru*<br>**en España (la capital)** *capital of Spain*<br>**en Ecuador (la capital)** *capital of Ecuador*<br>**en Chile (la capital)** *capital of Chile*<br>**en Uruguay (la capital)** *capital of Uruguay*<br>**en Aragón (en España)** *northern region of Spain* | |

# Year 7 Spanish Unit 5&6
# – Talking about my family members, saying their age and how well I get along with them. Counting to 100.
# - Describing myself and another family member

Todmorden High School
Equipo español

| | | | | |
|---|---|---|---|---|
| **En mi familia tengo** *[in my family I have…]*<br><br>**Hay <u>cuatro</u> personas en mi familia** *[there are <u>four</u> people in my family…]*<br>**Me llevo bien con…** [*I get along well with…]*<br>**Me llevo mal con…** *[I get along badly with…]* | **mi abuelo, Jaime** *[my grandfather James]*<br>**mi padre, Juan** *[my father John]*<br>**mi tío, Iván** *[my uncle Ivan]*<br>**mi hermano mayor/menor, Darren** *[my big/little brother Darren]*<br>**mi primo, Ian***[my cousin, Ian]*<br>**mi abuela, Adela** *[my grandmother Adela]*<br>**mi madre, Angela** *[my mother Angela]*<br>**mi tía, Gina** *[my aunt Gina]*<br>**mi hermana mayor/menor, Wendy** *[my big/little sister Wendy]*<br>**mi prima, Clara** *[my girl cousin Clara]* | **Él tiene**<br><br>**Ella tiene** | **un** *[1]*<br>**dos, tres, cuatro, cinco, seis,**<br>**siete, ocho, nueve, diez**<br>**once** *[11],* **doce** *[12]* **trece** *[13],*<br>**catorce** *[14] ,* **quince** *[15]*<br>**dieciséis** *[16],* **diecisiete** *[17],*<br>**dieciocho** *[18]*<br>**diecinueve***[19],* **veinte** *[20],*<br>**veintiuno** [21], **veintidós** [22], **treinta** *[30],*<br>**treinta y uno** *[31],* **treinta y dos** *[32]*<br>**cuarenta** *[40],* **cincuenta** *[50],* **sesenta** *[60],*<br>**setenta** *[70],* **ochenta** *[80],* **noventa** *[90],* **cien** *[100]* | **año**<br><br>**años** |

| | | | |
|---|---|---|---|
| **Yo** | **soy** | **MASCULINE** | **FEMININE** |
| **Mi hermana menor** [*my younger sister*]<br>**Mi hermano mayor** [*my older brother*]<br>**Mi madre** [*my mother*] **Mi padre** [*my father*] | **es** | **alto** *[tall],* **bajo** *[short],* **bueno** *[good]* **delgado** *[slim],*<br>**feo** *[ugly]* **fuerte** *[strong]* **gordo** *[fat],* **guapo** *[handsome],*<br>**musculoso** *[muscular],* **aburrido** *[boring]* **antipático** *[mean],*<br>**divertido** *[fun]***generoso** *[generous],* **malo** *[bad],*<br>**simpático** *[nice/friendly],* **terco** *[stubborn]* | **alta** *[tall],* **baja** *[short],* **buena** *[good]* **delgada** *[slim],*<br>**fea** *[ugly]* **fuerte** *[strong]* **gorda** *[fat],* **guapa** *[handsome],*<br>**musculosa** *[muscular],* **aburrida** *[boring]* **antipática** *[mean],*<br>**divertida** *[fun]* **generosa** *[generous],* **mala** *[bad],*<br>**Simpática** *[nice/friendly],* **terca** *[stubborn]* |