

The 2022 Knowledge Organisers Pack



Year
7



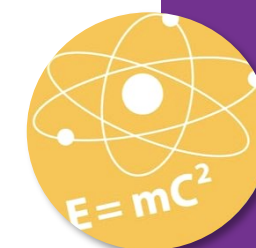


Contents Page



English	Page 1
Mathematics	Page 2 - 4
Science	Page 5 - 7
Computer Science	Page 8 - 9
MFL - Spanish	Page 10
Art	Page 11 - 12
Catering	Page 13

Geography	Page 14 - 16
History	Page 17 - 18
LRE	Page 19 - 20
Music	Page 21
Drama	Page 22
PE	Page 23 - 39
British Values	Page 30



Plot Summary		Keywords	
The Tempest (I.i) Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.	Ferdinand and Miranda (I.ii, III.i) Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.	colonialism – when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.	
	The End (IV.i, V.i) A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.	usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.	
After the Storm (I.ii) From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.	Epilogue Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.	tempest – a violent storm.	
	Ariel and Caliban (I.ii. cont./II.i) Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.	treason – a crime that harms your country or government. Someone who commits treason is a traitor.	
Kind Alonso (II.i) King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.	Characters	callous – when someone is cruel and does not care about other people.	
	Alonso – King of Naples Sebastian – Alonso's brother Ferdinand – Alonso's son Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.	'The Tempest' Knowledge Organiser	
Caliban, Stephano and Trinculo (II.ii, III.ii) The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.	Gonzalo – the old counsellor to the King of Naples Trinculo – a jester Stephano – a drunken butler	pathos – a situation that makes us feel sympathy or sorrow.	
	Prospero – the rightful Duke of Milan Miranda – Prospero's daughter Ariel – an airy spirit; a slave of Prospero's who earns his freedom Caliban – a savage and deformed slave of Prospero's; a native of the island	Background Information dual nature – having two sides.	
		nurture – to encourage or support the development of someone or something.	
		Tragicomedy – a play that has some features of a tragedy and some features of a comedy.	
		Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.	
		Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.	
		Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.	

Milestone Assessment 3

Prime numbers

- Integer
- Only has 2 factors
- and itself

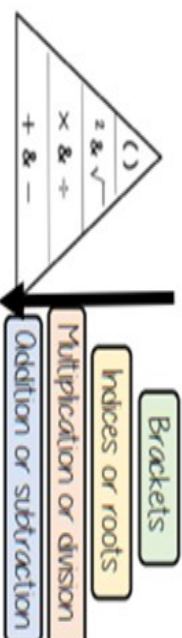
2

The first prime number
The only even prime number

Learn or how to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Order of operations



If you have multiple operations from the same tier work from left to right

$$\text{e.g. } 10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$$

$$\begin{aligned} & 6 \times 4 + 8 \times 2 \\ & 24 + 16 \\ & = 40 \end{aligned}$$

Square and cube numbers

Square numbers

1, 4, 9, 16...

$$144 = 2 \times 2 \times 2 \times 2 \times 3 \times 3 \times 3$$

$$2 \times 2 \times 3 \times 3 \times 2 \times 2 \times 3$$

Prime factors can find square roots

$$\sqrt{144} = 12$$

Cube numbers

1, 8, 27, 64, 125...

$$216 = 2 \times 2 \times 2 \times 3 \times 3 \times 3 \times 3$$

$$2 \times 3 \times 2 \times 3 \times 2 \times 3 \times 3$$

$$6 \times 6 \times 6$$

$$\sqrt[3]{216} = 6$$

Factors

Orange can help represent factors

Factors of 10

5 x 2 or 2 x 5

1, 2, 5, 10

The number itself is always a factor

Square numbers have an ODD number of factors

Factors of 4

1, 2, 4

Factors of 36

1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Lay factors out in pairs can help you not to miss any

Multiples

The "times table" of a given number

3, 6, 9, 12, 15...

The list continues and doesn't end

Non example of a multiple

45 is not a multiple of 3 because it is 3 x 15

Not an integer

Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4. Work out how much each person earns

Model the Question

James: Lucy

3 : 4

James

£350

Lucy

£350 - 7 = £50

one part - £50

Find the value of one part

Whole: £350

7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy

3 : 4

£150 : £200

James = 3 x £50 = £150

Lucy = 4 x £50 = £200

Order is Important

For every dog there are 2 cats

Dogs: Cats

1:2

The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat. ✗

Simplifying a ratio

Cancel down the ratio to its lowest form

For every 6 days of rain there are 4 days of sun

6:4

÷ by 2

3:2

For every 3 days of rain there are 2 days of sun – when the highest factor that goes into all parts of the ratio is 2

Find the biggest common factor that goes into all parts of the ratio
For 6 and 4 the biggest factor number that multiplies into them is 2

Representing a ratio

For every 5 bags there are 3 gifts

This is the 'whole' – bags and gifts together



This represents the 5 bags. This represents the 3 gifts

5:3

Double Number Line



This represents the 5 bags. This represents the 3 gifts

Representing a fraction

Numerator

Denominator

Number of parts represented



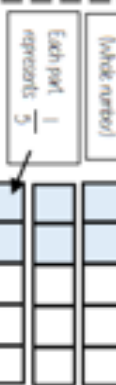
Number of parts to make up the whole
Denominator

ALL PARTS of a fraction are of equal size

Repeated addition = multiplication by an integer

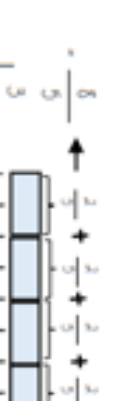
$$4 \times \frac{2}{5} \rightarrow \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$$

Integer (whole number)



Each part represents 1/5

How many parts are shaded?
What each part represents



Each whole is split into the same number of parts as the denominator

Result

When adding fractions with the same denominator - add the numerators

Multiplying unit fractions

$$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$$

Parts shaded

Model



Total number of parts in the diagram

Multiplying non-unit fractions

Shade in 3 parts

Expected 1 on the many row

The many row

The many columns

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

Parts shaded

Model



Total number of parts in the diagram

Quick Multiplying and Cancelling down

$$\frac{1}{5} \times \frac{4}{9} = \frac{4}{45}$$

The 5 and the 9 have a common factor and can be simplified

Quick Solving

Multiply the numerators

$$1 \times 4 = 4$$

Multiply the denominators

$$5 \times 9 = 45$$

Dividing an integer by an unit fraction



$$1 \div \frac{1}{4} = 4$$

How many quarters are in 1?

$$5 \div \frac{1}{4} = 20$$

"There are 4 quarters in 1 whole. Therefore, there are 20 quarters in 5 wholes"

The reciprocal

When you multiply a number by its reciprocal the answer is always 1

$$3 \times \frac{1}{3} = 1$$

$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$$

$$\frac{1}{3} \times 3 = 1$$

The reciprocal of 3 is 1/3 and vice versa

Reciprocal for division

$$5 \div \frac{1}{4} = 20$$

$$5 \times 4 = 20$$

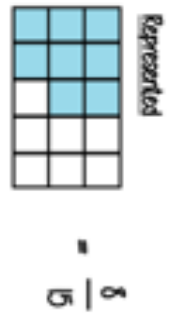
Multiplying by a reciprocal gives the same outcome

Dividing any fractions

Remember to use reciprocal

$$\frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$$

Multiplying by a reciprocal gives the same outcome

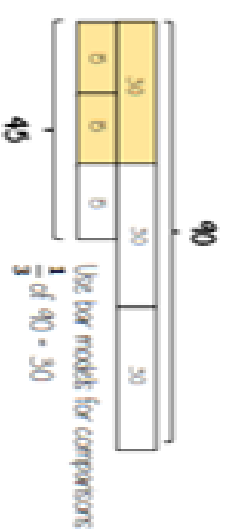
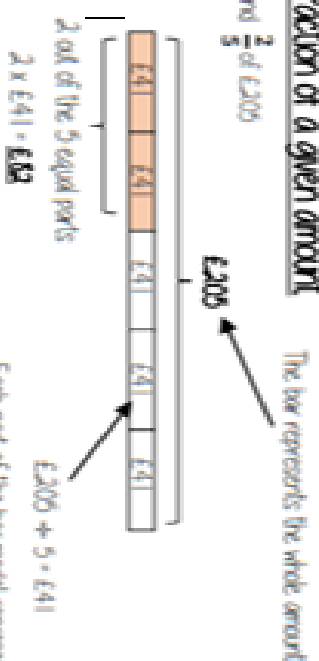


Year 7 - Mathematics . . .

Milestone Assessment 4

Fraction of a given amount

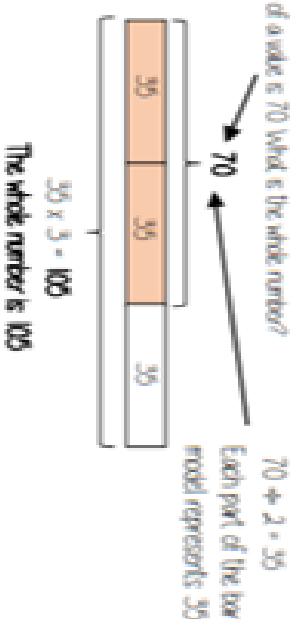
Find $\frac{2}{5}$ of £205



$\therefore \frac{1}{3}$ of $90 = \frac{2}{3}$ of 45

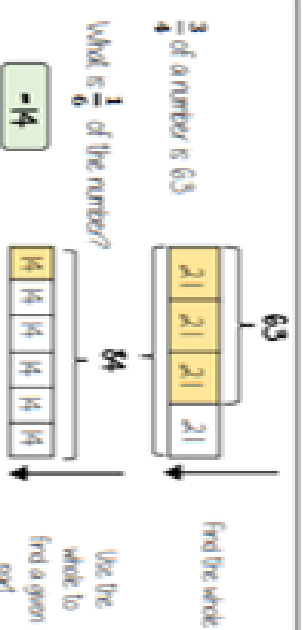
Use a fraction of amount

$\frac{2}{3}$ of a value is 70 What is the whole number?

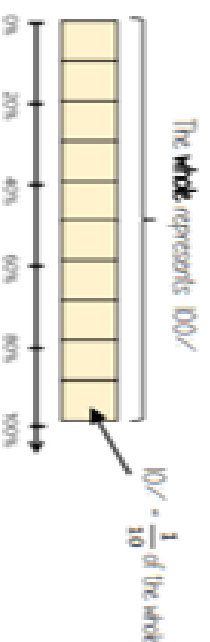


The wording of the question is important to setting up the bar model

$\frac{3}{4}$ of a number is 63



Find the percentage of an amount (Mental methods)



$10\% = \frac{1}{10}$ of the whole

$50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole

$5\% = \frac{1}{20}$ of the whole

Find 65% of 80

Method 1

$60\% = 10\% \times 6 = 5\%$

$- (8 \times 6) = 48$

$- 32$



Method 2

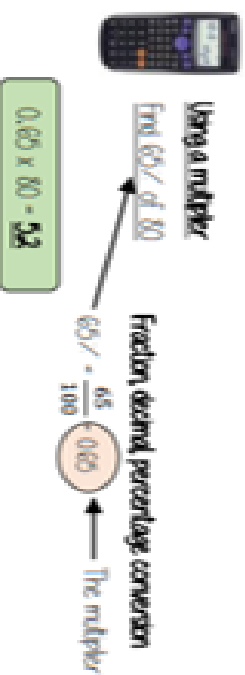
$60\% = 50\% + 10\% = 5\%$

$- 40 \times 8 = 4$

$- 32$

For bigger percentages it is sometimes easier to take away from 100%

Find the percentage of an amount (Calculator methods)



Using the percent button

Find 65% of 80

This brings up the / button on screen

You will see 65/

Type 65

Press **shift** **%** (%)

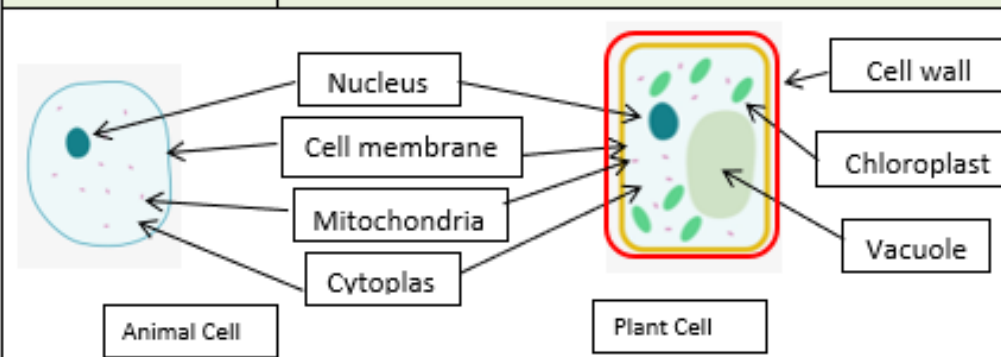
Press **X** 80 and then press =

You can also use the calculator to support non calculator methods and find $\frac{1}{10}$ or 10% then add percentages together

*of can represent % in calculator methods

1. Cells - Key Words

Organelle	Function
Nucleus	Controls the cell & Contains genetic material
Cell membrane	Controls the exchange of substances in and out of the cell
Mitochondria	Where energy is released from glucose and oxygen through respiration
Cytoplasm	Where chemical reactions occur
Cell wall	Supports the cell
Chloroplasts	Where photosynthesis occurs
Vacuole	Contains cell sap



2. Microscopy

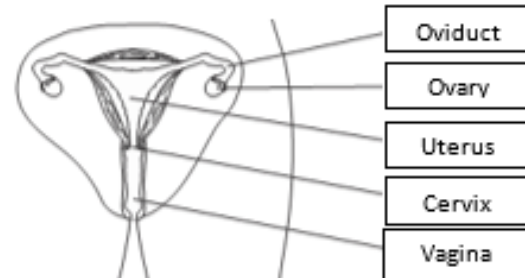
	Part	Function
	Stage	To place specimen slide on
	Focusing wheel	To make the image clear
	Objective lens	3 lenses with different magnification strengths
	Fine focus	To make small adjustments to make images clear

3. Specialised Cells

Cell	Function	Adaptation	
Sperm Cell	To fertilise the egg	-Tail to swim towards the egg -Head pointed to burrow inside the egg	
Red Blood Cell	To carry oxygen around the body	-No nucleus so can squeeze through tiny capillaries -Contain haemoglobin to join to oxygen	
Root Hair cell	To absorb water and minerals from the ground	-large surface area so more water can be absorbed -No chloroplasts so there is a larger vacuole	
Palisade cell	To carry out photosynthesis in the plant	-contains many chloroplasts to absorb sunlight -Thin so they can be packed closely together	

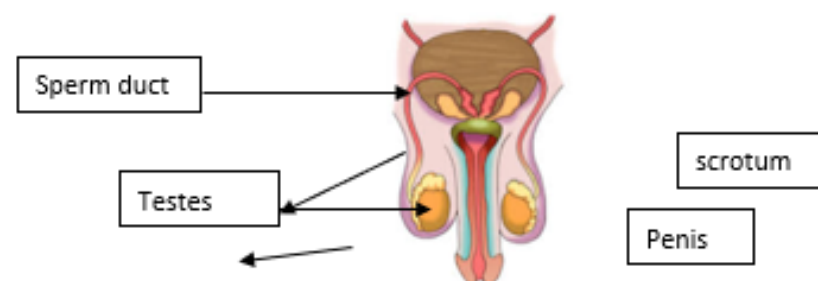
4. Reproductive Organs (Female)

Organ	Function
Oviduct	Where fertilisation takes place, sweeps the egg towards the uterus
Ovary	Stores and matures the egg
Uterus	Where the embryo develops
Cervix	Ring of muscle that holds baby in place during pregnancy
Vagina	Where sperm enter the body during sexual intercourse.



5. Reproductive Organs (Male)

Organ	Function
Sperm duct	Tube that carries sperm cells from the testes to the penis
Testis	Site of sperm production
Scrotum	Skin sack containing the testes
Penis	Inserted into the vagina to transfer sperm



6. Puberty

This is the period of adolescence when the body changes in preparation for reproduction

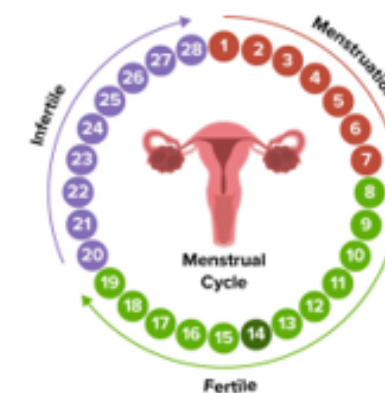
Changes to boys	Changes to girls
Penis grows larger	Periods start
Testes start to produce sperm	Hips widen
Chest and back broaden	Ovaries start to release egg cells
Hair grow on chest and face	Breasts develop

7. Menstrual Cycle

Keyword	Meaning
Menstruation	When blood passes out of the vagina, also known as a period
Ovulation	When a mature egg is released from the ovary
Fertilisation	When the nuclei of an egg and sperm cell fuse
Menstrual Cycle	The process of menstruation and ovulation which usually takes 28 days in human females
Menopause	When a woman stops having periods

Menstrual cycle of events

Days	Event
1 – 5	Uterus lining breaks down, period starts
5 – 14	Uterus lining starts to build up again ready for implantation
14	Ovulation
14 – 28	Uterus lining remains thick
28	If no pregnancy occurs the cycle starts again

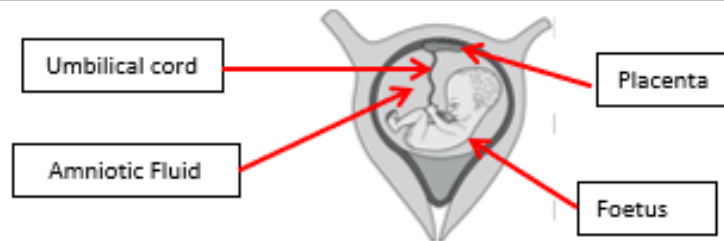


8. A Healthy Pregnancy

Lifestyle Factor	Effect on Pregnancy
Smoking	Smoking causes reduces oxygen to the fetus leading to low birth weights, premature births and even death.
Drinking Alcohol	This can affect the brain of the foetus and cause low birth weights, miscarriages and still births.

9. Pregnancy

Organ	Function
Placenta	Organ that exchanges substances between the mother's blood and the fetus'
Foetus	Name for an unborn baby
Umbilical cord	Transfers products from the mothers blood to the fetus and vice versa
Amniotic fluid	Fluid surrounding the baby that protects the baby from damage inside the uterus



Key Vocabulary...

Name	Meaning
E-safety	Process of staying safe online.
Cyberbullying	Intentionally hurting someone by name calling or teasing using social media or text messages.
Social media	Apps used by people to communicate with each other.
Sexting	Sending, receiving or forwarding sexually explicit images. An image of someone under 18 is considering illegal.
CEOP	UK crime fighters that are involved in prosecuting people who send indecent images.
Identity Theft	Criminals who use viruses and the internet to steal bank details from people.
Internet	A collection of connected computers across the world.
URL	An address to access website and the data that is held on them.
World wide web	A collection of websites that anyone can access hosted on the internet.
Grooming	People who use the internet and other methods to trick a young person into behaving in a way that they would feel uncomfortable with. If you are approached by someone who is trying to groom you online, you need to press the alert button.



Picture This...

What is cyberbullying?

Cyberbullying is when someone uses the internet or an electronic device to intentionally hurt someone else.

Cyberbullying includes:

Hate Speak
Racist messages
Homophobic messages
Sexual messages (sexting)



What are the dangers of being online?

Exposure to strangers
Exposure to inappropriate material/illegal content, violence, sexual material.
Fraud (identity theft)
Viruses



Tik Tok

Social Media

Social media apps or websites that allow people to communicate with each other. The age limit for a lot of these services is 13 years old.

People often share personal data but don't know how to set their privacy settings so that information is kept secure.

Questions

1. Name two ways that you can keep safe online.
2. What do you think cyberbullying is and give an example.
3. What is sexting?
4. Name three dangers to being online.
5. What is the age limit for most social media sites? How can you make yourself more secure online?

Always Remember...

When you go online and share images, or post tweets and comments or visit websites- it leaves a trail.

This is known as your digital footprint, and this can stay with you forever.

It is important that you behave responsibly online so that this doesn't get you into trouble.

When you send or post an image, you don't own it anymore and have no control about what happens to the image.



Deeper Learning...



World Wide Web

Google can only search what is in its database. Not all of the internet can be accessed through a search engine. The 1st layer of the web is called the **surface layer**, this allows us to access websites such as BBC weather. The second layer is the **deep web** which is protected webpages which aren't indexed and not easily available. Used by banks etc.

The third layer is the **dark web** which are hidden websites, often linked to illegal and criminal activities. Special software is needed for this, but it can be **against the law** to even try to access the dark web and it is not advised.

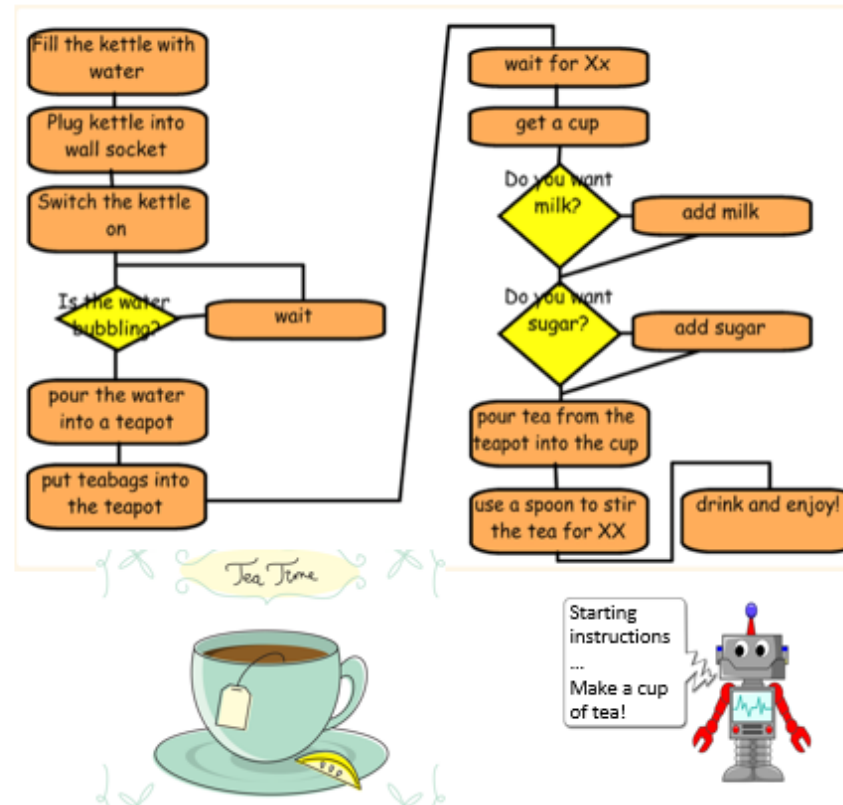
Activity – Create a poster or leaflet which explains the dangers of the online world, you might need to do some additional research using the internet to find some statistics.

Key Vocabulary...

Shape	Name	Purpose
	Terminator	Used to start and stop flowcharts.
	Input/ Output	Used to put data in or take data out of a flowchart.
	Process	Used to add delays to your flowchart and declare variables.
	Decision	Used to allow the data to branch into two different directions.
	Subroutine	Smaller parts of a larger program broken into smaller sections.
	Arrow	These are needed to connect the shapes in a flowchart.
	Mimic	A picture that you can control on Flowol.
	Flowol	A software package which lets you use flowcharts.
let x = 0	Variable	A value that can change as the program runs.
+, -, *, /	Operator	Maths operators. These are used with variables in flowol.



Picture This...



Always Remember...

- Algorithms are a set of precise instructions which should give the same results.
- A flowchart is a visual algorithm – i.e. a drawing.
- Computational thinking is thinking like a computer in an organised way.
- A variable is something that can change as a program is running like a high score.
- Branching is when a program flow can go into two or more different directions.
- A loop is a section of code that will be repeated for a certain number of times.
- Flowcharts can be used to plan out any task such as making a cup of tea.



Questions

- Which shape is used to add a delay in a program?
- What is it called a program is split into smaller parts?
- What is pseudocode?
- What is the difference between an algorithm and a flowchart?
- I want to repeat some code in a program – what is the most efficient way of doing this?

Deeper Learning...

Pseudocode is a language that people write once a flowchart has been written. It looks like a computer language but can't be understood by computers, only people.

```

count = 1
REPEAT
    Display ( count )
    count = count + 1
UNTIL count = 20
    
```



Activity – Draw a flowchart to show an activity given on the sheet. Make sure that you use a pencil and ruler to draw the shapes neatly. Try to use subroutines in your program.

Verb Endings

1. Find the infinitive
 2. Remove AR/ ER / IR
 - 3 Add endings to stem
- I speak: hablar -> habl -> hablo

Presente		AR	ER	IR
yo	I	o	o	o
tú	you (s)	as	es	es
el/ella	he /she / it	a	e	e
nosotros	we	amos	emos	imos
vosotros	you (pl)	áis	éis	ís
ellos / ellas	they	an	en	en

Pretérito		AR	ER / IR
yo	I	é	í
tú	you (s)	aste	iste
el/ella	he /she / it	ó	ió
nosotros	we	amos	imos
vosotros	you (pl)	asteis	isteis
ellos / ellas	they	aron	ieron

Imperfect		AR	ER / IR
yo	I	aba	ía
tú	you (s)	abas	ías
el/ella	he /she / it	aba	ía
nosotros	we	ábamos	íamos
vosotros	you (pl)	abais	íais
ellos / ellas	they	aban	ían

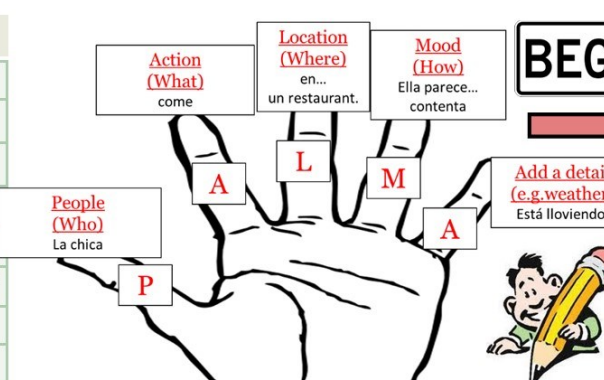
¿¿¿ PREGUNTAS ???

¿Qué?	What?
¿Cuándo?	When?
¿Cuál(es)?	Which?
¿Quién(es)?	Who?
¿Dónde?	Where?
¿Cuánto(s)?	How many / much?
¿Por qué?	Why?
¿Cómo?	How?

PRESENT	PAST	FUTURE
normalmente	normally	ayer
en general	in general	yesterday
siempre	always	anteayer
todo el tiempo	all the time	the day before yesterday
a menudo	often	el lunes pasado
a veces	sometimes	last Monday
de vez en cuando	from time to time	el fin de semana pasada
nunca	never	last weekend
		la semana que viene
		next Tuesday
		el martes próximo
		next week
		la semana que viene
		next year
		el año que viene
		in the future
		en el futuro

Imperfect
Was-ing, were-ing and used to doing

Preterite
Used for completed action, with a beginning and an end



BEGIN

Opinion

a mi ver	In my opinion
desde mi punto	From my point of view
diría que	I would say
creo que	I believe that
pienso que	I think that
para mí	For me
opino que	I think that

I like	I don't like
me encanta	odio
me gusta	no me gusta
me chifla	no aguanto
me flipa	detest

P	porque
P	puesto que
Y	ya que
D	dado que
C	como

Quantifiers

muy	very
bastante	quite
un poco	a bit
mucho	a lot
raramente	rarely
demasiado/a (s)	too much
casi	almost

es	era	será
it is	it was	it will be



Connectives

y	and
pero	but
o	or
donde	where
también	also
por ejemplo	for example
(des) afortunadamente	(un) fortunately
por otro lado	on the other hand
especialmente	especially
sin embargo /	however
no obstante	
al principio /	firstly
primeramente /	
primero	
entonces	then
después	after
finalmente	finally
mientras	while

SER	ESTAR
D escription	P osition
O ccupation	L ocation
C haracteristics	A ction
T ime	C ondition
O rigin	E motion
R elationship	

yo	soy
tú	eres
el/ella	es
nosotros	somos
vosotros	sois
ellos/ellas	son

class

Future

yo	estoy
tú	estás
el /ella	está
nosotros	estamos
vosotros	estáis
ellos/ellas	están

It hasn't happened yet...so keep the full infinitive - AR / ER / IR

yo	é
tú	ás
el /ella	á

nosotros	emos
vosotros	éis
ellos / ellas	án



¿Cuántos años tienes?

TENER + NUMBER + AÑOS

NOT SER **NOT ESTAR**

tengo Once

Key Vocabulary...

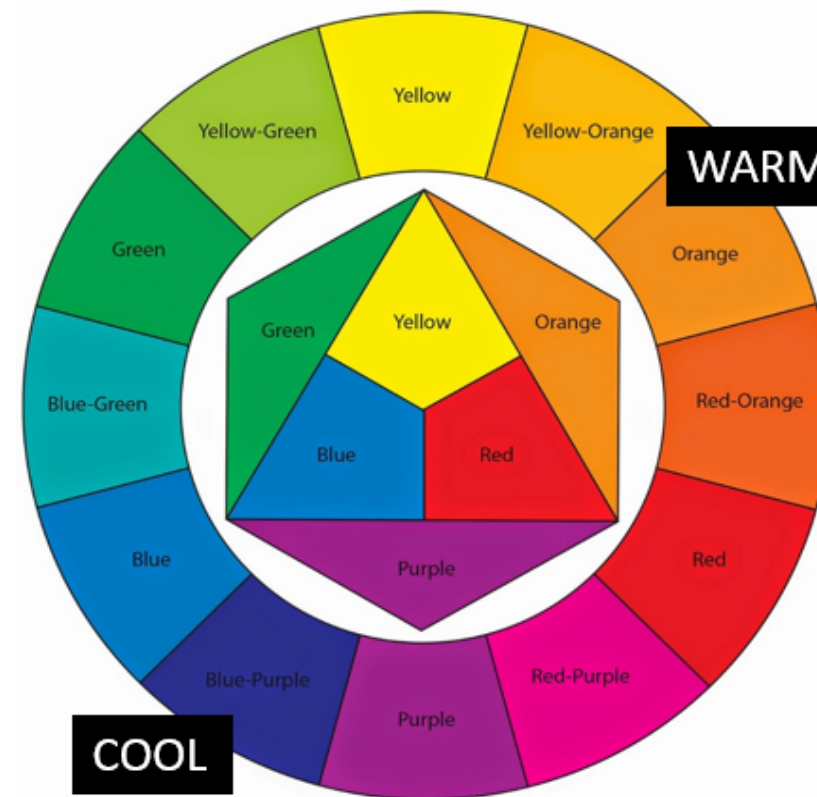
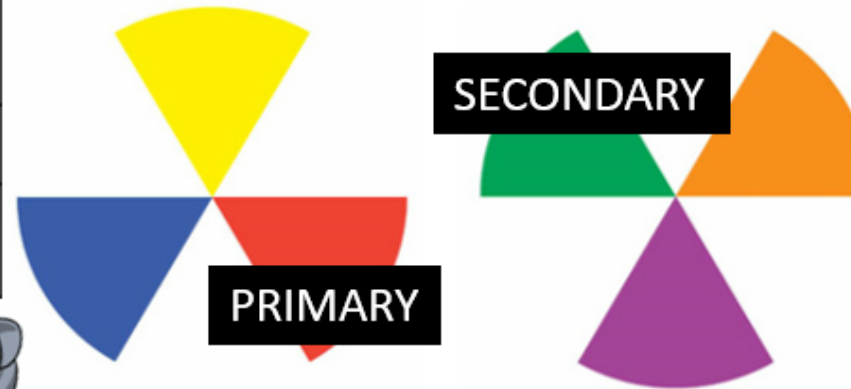
PRIMARY	A group of colours from which all other colours can be obtained by mixing.
SECONDARY	The result of mixing two primary colours together.
TERTIARY	The result of mixing one primary colour and one secondary colour together.

Always remember...

MONOCHROMATIC	One colour and its values (lighter and darker).
COMPLEMENTARY	Colours that are opposite on the colour wheel. i.e. blue and orange.
WARM	Orange, red and yellow. Colours that make you feel warm when you see them.
COOL	Blue, purple and green. Colours that make you feel cold when you see them.
SHADE	One colour added to black.
TINT	One colour added to white.
HARMONIOUS	One colour and its neighbour on the colour wheel.



Picture This...



Deeper Learning...



WHAT IS COLOUR THEORY?

Colour theory is both the science and art of using **colour**. It explains how humans perceive **colour**; and the visual effects of how **colours** mix, match or contrast with each **other**.

In **colour theory**, **colours** are arranged on a **colour wheel**. Since the origination of the colour wheel by Newton, it has become one of the most powerful tools available to artists.

The three primary colours are red, blue and yellow. The three secondary colours are green, orange and purple.

The Big Question...

NEXT STEPS:

Does mixing the primary colours work for every media?

Which media do you think will mix well and which do you think will not mix as well?

Activity: Try mixing primary colours together using different media i.e. pencil crayons, acrylic paints, watercolours, pastels and wax crayons. Try adding more of one primary colour than the other. i.e. more red than yellow. What will happen to the colour?

Key Vocabulary...

PRIMARY	A group of colours from which all other colours can be obtained by mixing.
SECONDARY	The result of mixing two primary colours together.
TERTIARY	The result of mixing one primary colour and one secondary colour together.

Always remember...

ABSTRACT ART	art that does not attempt to represent reality, but seeks to achieve its effect using shapes, forms, colours, and textures.
BLENDING COLOURS	the action of combining colours together by effectively creating a subtle transition between colours. Harmonious colours blend the most successfully.
SHADING	the use of dark areas in a drawing or a painting to represent a shadow or curvature.
ACRYLIC PAINT	a water-based fast-drying paint widely used by artists since the 1960s.
WATERCOLOURS	a pigment of colour with decreased intensity when diluted with water.



Picture This...



Deeper Learning...



WASSILY KANDINSKY

Kandinsky is generally credited as the pioneer of abstract art. Born in Moscow in 1866, **Kandinsky** spent his childhood in Odessa (today Ukraine), where he graduated at Grekov Odessa Art school.

One of the pioneers of **abstract** modern art, Kandinsky exploited the **links** between **colour** and form to create an aesthetic experience.

In the 1930s, Kandinsky moved from Russia to Germany and later to Paris due to World War II.

On December 13, 1944, Wassily Kandinsky died in France at age of 77.

Some of his famous works include Composition VII, On White II, Fugue, and Contrasting Sounds.

Much of his works in Russia did not survive, unlike his paintings in Germany.

Kandinsky was **not the first abstract artist** of his time but his art style and essays have since influenced other artists.

Activity: listen to your favourite piece of music and see if you can use movement and colour that links to the music. Create movement by using your arms to replicate the music.

Weighing and measuring

Ingredients are usually measured in **grams (g)** or **kilograms (Kg)**
 There are 1000g in 1 Kg
 Liquids are usually measured in **millilitres (ml)** or **litres (l)**. They can be measured in pints (pt) and fluid ounces (fl.oz). There are 20 fl.oz in 1 pt.
 To weigh accurately, always make sure that you set your scales to zero before you start.
 Remember if you put your bowl on the scales, you could be weighing the bowl, NOT the food. So put your bowl onto the scales but then set the reading to 0 before you start.
 Make sure that you are using g as the unit on the scales

What to use



Key vocabulary

Weigh	Chop
Plastic spoon	Simmer
Grams (g)	Cool
Measure	Golden brown
Peel	Breadcrumbs
Core	Rubbing in
Fats	Bake
sweeten	tablespoon

Deeper learning



The Rubbing-in Method

1. Weigh your flour and put into a mixing bowl.
2. Weigh your fat (butter or margarine).
3. Put the butter into the bowl with the flour.
4. Start with a table knife and chop the fat into small pieces.
5. Once the fat is well chopped, rub the mixture using your fingertips until it turns yellow and looks like breadcrumbs.
6. Keep the mixture cool to stop it sticking together and to keep a crumbly texture.

Equipment



Mixing bowl



peeler 1



peeler 2










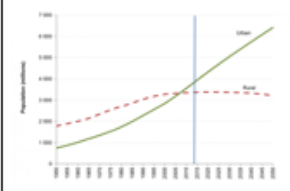
Saucepan



table knife



weighing scales

Key Vocabulary...		Key concepts...		Picture this...
Urbanisation	Urbanisation is the increase in the proportion of people living in towns and cities.	Urban area	 An urban area is a city or town. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways.	 Dhavari-Slum in Mumbai, India
Migration	The movement of humans from one place to another. This can be locally or globally	Rural area	 A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural areas population density is very low. Usually the countryside.	 Wealth Inequality - Rio De Janeiro, Brazil
Refugee	Refugees are people who must leave their home area for their own safety or survival.	Push factor	 Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay. Push factors may include conflict, drought, famine, or extreme religious activity.	 Refugee camp, Syria
Slum	Slums refer to informal settlements in urban areas that are densely populated	Pull factor	 Pull factors are those factors in the destination country that attract the individual or group to leave their home.	 Graph Showing urban population
Sustainable	Sustainable means that a process or state can be maintained/stays the same or at a certain level for as long as is wanted.			
Future generations	Future generations are the generations of people to come in the future, after the currently living generations of humans.			
Where shall we go?		Into the future...		
Industrialisation in the 1800's in Britain caused cities to grow because, factories began to be built and needed workers. People then wanted to live close to their work place and this caused cities and towns to grow rapidly. Liverpool and Manchester where two of these cities.		By 2050 the world's population is expected to reach 9.8 billion. Nearly 70 percent of this booming population, (6.7 billion people) are projected to live in urban areas. National geography state there are 10 key ideas to think about to keep our growing population sustainable for future generations.		
		Counter urbanisation is when large numbers of people move from urban areas into surrounding countryside or rural areas.		
		Rural to urban migration is the movement of people from the countryside to towns and cities.		
		Deeper Learning...		

Dharavi Fact File



1. Dharavi has an annual economy of over USD 650 million.
2. It has a population of around 600,000 people
3. 60% of the families have lived there for 60 years.
4. In the 18th century Dharavi was an island
5. Many businesses in Dharavi generate million-dollar incomes.
6. Products made in Dharavi are sourced and sold globally (NY, Europe, SE Asia etc.).
7. Dharavi is a major tourism location in Mumbai and a big chunk of junior film artists come from Dharavi.

A problem of rapid **rural to urban migration** is the development of **squatter settlements**. In **Mumbai** the squatter settlement of **Dharavi** is now home to over 1 million people. Dharavi lies between two railway lines and is one of the biggest squatter settlements in the world. The squatter settlement is unplanned and has the following characteristics:

- Overcrowded and noisy.
- Houses are made from cardboard, wood, corrugated iron, plastic sheeting and metal from oil drums.
- Lack of sanitation, clean drinking water and open sewers
- Pollution and disease are common.
- Thousands of workshops and people employed in the **informal job sector**.

RAGP Tasks...

List two different pull factors.

List two different push factors.

Describe the industrial revolution and explain how it led to the development of cities.

How will urbanization impact the environment?

Explain what life would be like to grow up in a slum.

Explain what challenges governments will have in the future with populations rising.

How has Masdar City created a sustainable city?

What challenges exist within a slum like Dharavi?

Prepare for your extended write...

Question: Evaluate the **reasons** why you would/would not want to live in a slum.

1. BUG the question by boxing the command word and underlining the content you need to write about.
2. List the key vocabulary you will use.
3. Create a plan of what you would write in each paragraph.
4. Practice writing your answer from memory.

Homework Task...

Design your own sustainable city of the future. Draw and label the features of your 2D or 3D model and explain how it will help keep the people and environment safe for future generations.

Key Vocabulary...	
Natural hazard	Natural hazards are extreme natural events that can cause loss of life, extreme damage to property and disrupt human activities.
Earthquake	An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates
Volcano	A volcano is an opening in Earth's crust that allows molten rock from beneath the crust to reach the surface
Impacts	How the natural hazards effects people, the economy or the environment
Three Ps	Prediction, protection and preparation
Aid	Aid is assistance given from one country to another.

A long time ago...



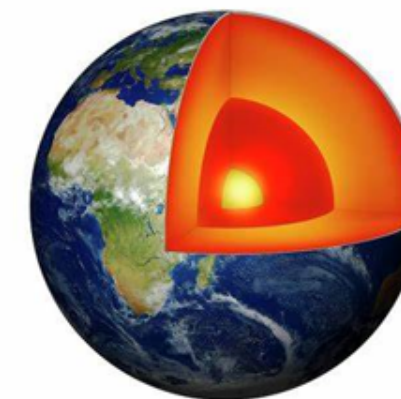
Continental drift describes one of the earliest ways geologists thought continents moved over time. This map displays an early "supercontinent," Pangea, which eventually moved to form the continents we know today.

Key plates...	
Destructive plate margin- two plates moving towards each other	
Constructive plate margin- two plates moving away from each other	
Conservative plate margin- two plates sliding past each other	

Picture this...



Structure of the earth



Inner core
Outer core
Mantle
Crust

The tectonic plates are sections of the crust. They move due to convection currents in the mantle. Natural hazard occur along these plate margins.

The eruption of Mt St Helens May 18th 1980

Material from a massive landslide sped down the mountain, filling Spirit Lake and mixed with lake water, racing down rivers as a mudflow (or lahar).









Explosions of gas and steam flattened everything in its path







Snow melt mixed with ash and mud carried huge amounts of debris, trees, cars etc

Ash clouds circulated the earth for 7 days.

The volcano was reduced in height by 400 meters.

57 DEAD.

Key Vocabulary		Key Vocabulary	Picture This
Archbishop of Canterbury	The senior bishop and principal leader of the Church of England,	Roundheads	The merchants and traders of the south-east and London who supported Parliament.
Exile	Being forced to be away from one's home, If you return there is a threat that you could be killed	Cavaliers	The gentry of the northern and western areas, were Royalists and supported the king
Clergy	People such as priests and monks who worked in the church.	Commonwealth	The period in Britain after the execution of Charles I in 1649 until the restoration of Charles II in 1660
Civil War	War between two groups in the same country	New Model Army	Formed in 1645 by the Parliamentarians in the English Civil War, the countries first full time professional fighting force
The Pope	The leader of the catholic church all over the world	Divine right	A belief which asserts that monarchs are anointed by God to rule on earth, and that to challenge a sovereign's will is to defy the will of God.
Martyr	Someone who willing to die for their beliefs	Roundheads	The merchants and traders of the south-east and London who supported Parliament.
Catholicism	A form of Christianity which places the Pope as head of the Church.	<p>The English Civil War was caused by many problems and disagreements, however the most important thing was whether the country should be ruled by a king, that people believed had been chosen by God or whether the country should have democracy, meaning the people chose the people in charge of the government.</p> <p>The English Reformation: In 1534, Henry VIII made himself the Head of the Church and broke away from the Catholic Church in Rome, the led to:</p> <ol style="list-style-type: none"> 1. The king had even more power than before. 2. The monasteries of England were dissolved and Henry took their land and wealth. 3. The Bible started to be printed in English and the way people in England worshipped changed. 4. There was an uprising against the changes called the Pilgrimage of Grace. 	
Protestantism	A form of Christianity which places the monarch as head of the Church		
Illegitimate	Born of parents not lawfully married to each other.		
Reformation	Break up of the Catholic Church in England		
Annulled	Annulment is a legal procedure within religious legal systems for declaring a marriage null and void.	<p>Did you know? Plays and acting shows were performed in the gardens of pubs until 'The Theatre' was built in the 16th century. The Globe was a rebuilding of this venue.</p>	
The court	The court was the centre of royal power and consisted of nobles and higher gentry who enjoyed the queen's favour.		
		<p>Emblems from the Houses of Lancaster and York</p> 	
		<p>Canterbury Cathedral</p> 	
		<p>The Globe Theatre London</p> 	
		<p>A parliamentary "roundhead" soldier</p> 	
		<p>A royalist "cavalier" soldier</p> 	
		<p>The execution of king Charles I</p> 	

Key individuals			Deeper Learning	Tasks
King Richard III		English King who reigned from 1483 until 1485. He is believed to be responsible for the deaths of Edward V and his brother in the Tower of London. They were both probably murdered.	<p>Richard III crowned himself King of England in 1483 and his nephews, the two princes, Edward and Richard disappeared whilst staying at the Tower of London. In 1674 the bones of two young boys were found hidden away under a staircase in the Tower of London, leading many people to believe the princes had been murdered. After this, many lords turned against Richard and then he lost the Battle of Bosworth and was killed.</p> <p>Henry Tudor became Henry VII but it was his son, also Henry, that became the most famous king in English history. Henry VIII was known for being a ruthless King who ruled with an iron fist. Strong-willed and bullish, he handed out executions to anyone who stood in his way. It is estimated that during his 38-year reign, more than 70,000 people were executed. There were many fiendish punishments, including some new methods of execution dreamt up by Henry himself.</p> <p>England enjoyed relative peace and stability until the English Civil War began in 1642. This ended with Oliver Cromwell's New Model Army defeated King Charles I's Royalist forces. A period without a king followed called the Interregnum but the monarchy was restored in 1660.</p> <p>Oliver Cromwell was executed in January 1661 – two and half years AFTER his death...</p> <p>In 1658, Cromwell died, however when the monarchy was restored he was posthumously convicted of treason, and his body was disinterred from its tomb in Westminster Abbey and hanged from the gallows at <u>Tyburn</u>.</p>	<p>Red: State reasons why the Elizabethan period might be considered a golden age.</p>
King Henry VII		King of England from 1485 to 1509. He founded the Tudor dynasty. On 22 August 1485, Henry's army defeated Richard III's army at the Battle of Bosworth Field.		<p>Amber: Describe the key features of the Wars of the Roses.</p>
King Henry VIII 1509 - 1547		Henry VIII was King of England from 1509 until his death in 1547. Henry is best known for his six marriages. Henry began the English Reformation, separating the Church of England from papal authority.		<p>Green: Explain why the English Reformation.</p>
Queen Elizabeth I 1558 - 1603		Elizabeth I was Queen of England and Ireland from 1558 until her death in 1603. Elizabeth was the last of the five monarchs of the House of Tudor.		<p>Purple: 'The main reason for the English Civil War was religion'. Evaluate.</p> <p>Religion helped to cause the English Civil War because...</p> <p>However, there were other reasons such as...</p> <p>Overall, I agree/disagree with the statement because...</p>
King Charles I 1625 - 1649		Charles I was King of England, King of Scotland, and King of Ireland from 27 March 1625 until his execution in 1649.		
Oliver Cromwell		Oliver Cromwell was an English general and statesman who led the Parliament of England's armies against King Charles I during the English Civil War		

Key Vocabulary

Om/Aum	Symbol of the religion of Hinduism. It is said at the beginning and end of all prayers
Brahman	Hindus believe in One Supreme Spirit, or Power called Brahman . Brahman can take the form of many gods and goddesses, also known as deities.
Trimurti	Hindus believe that Brahman is beyond their understanding, so the different gods and goddesses help them to understand various aspects of Brahman. Three of the Hindu gods are known as the Trimurti (Brahma, Vishnu, Shiva)
Mandir	Hindu Temple
Puja	Hindu Worship
Ahimsa	Many Hindus are vegetarian because they live by a principle called ahimsa , which means not harming any living creature. Hindus believe cows are especially holy so many Hindus avoid eating or harming them.
Murtis	Different forms of Brahman.
Diwali	The main Hindu festival - The festival of lights.
Puja Tray	A tray used by Hindus to worship. It contains features such as a bell (to inform the Gods/Goddesses they are ready to worship) and incense (to purify the air).

Always Remember...



Hinduism is the name of the religion, and its followers are known as Hindus. Hinduism is the oldest of the six major world religions. It has no single founder but developed gradually over a period of time. Hinduism has over 1 billion followers worldwide, with about 95% of Hindus living in India. At the time of the 2011 census, there were over 800,000 Hindus living in the UK.

Puja

A Puja tray is used in worship.



Hindu worship is called **puja**. Hindus can worship at their holy building, called a **mandir**, or in their home. Puja involves praying to a favourite god or goddess. A statue or image is often used as a focus, and these are sometimes called **murtis** (meaning forms). During puja offerings of fruit and sweet foods are made to the deity (God/Goddess).

Hindus have a lot of holy books. The authors are called the Vedas and the Upanishads, and they're mostly used by priests, but there are some like the Ramayana and Bhagavad Gita, which a lot of Hindus read for themselves.

Diwali

Diwali celebrates the **Ramayana**, which is an epic poem telling the story of **Rama and Sita**. In the story, Rama is sent away to a far-off country by his father. Rama leaves with his wife, Sita, but Sita gets kidnapped by a wicked demon called **Ravana**. The monkey god, **Hanuman**, helps Rama save Sita and kill **Ravana** so they can finally return home. This story is about good overcoming evil. Lamps were lit to guide Rama and Sita home, and this is why most Hindus light **diya** lamps during Diwali today.

Hindus also celebrate Diwali to honour the goddess **Lakshmi**, the Hindu goddess of fortune. Most Hindus believe that if their house is clean and there are **diya** lamps to light the way, then she will visit their home, bringing good fortune for the coming year. During Diwali, the **mandir** is also decorated with lights and **murtis** (images or statues of the Hindu gods or goddesses) are dressed in new clothes and offered food. Hindus believe Lakshmi will bless the food (**prasad**), which will be shared out amongst the community.

How is Diwali celebrated?

Diwali brings Hindu communities together to celebrate light overcoming darkness and good defeating evil. Many Hindus celebrate at home and in the **Mandir** by giving presents to each other, sharing meals, singing, dancing and going to firework displays. Many Hindus do this by giving money and food to the poor, this is called **dana**.



Picture this... Trimurti (3 aspects of Brahman)



The Mandir

A Hindu temple is called a **Mandir**. It is a **sacred** place for Hindu worship. There are hundreds of Mandirs in the UK. In India, where most Hindus live, there are temples in almost every village. Temples often honour the Gods and Goddesses whose **murtis** live inside them with beautiful decoration, sculpture and lighting. Hindu worship can also happen in open-air **shrines**, which are more common in India than in the UK.



Tasks

Red:

What items can be found on a Puja tray? What does each one represent?

Amber:

Describe the key features of the Ramayana story.



Green:

Explain the connection between Ramayana and Diwali.

Purple: (You may have to do some extra research for this)

How is the Trimurti similar to the Christian belief in the Trinity?

Can you name any similarities between Hinduism and Christianity?

Key Vocabulary...		Always remember... 		Deeper Learning... 	
RHYTHM	Rhythm is the organisation of sounds by their length.	MELODY	The TUNE made up of different HIGH and LOW pitches.	CALL AND RESPONSE	"Wade in the water"- John Wesley Work II and his brother, Frederick J. Work.
OSTINATO	Peated (usually short) rhythmic pattern.	RHYTHM	How LONG or SHORT the notes.	TIME SIGNATURE	Example of song with 3 beats in a bar. "Edelweiss" from the Sound of Music.
RHYTHMIC OSTINATO	A rhythmic ostinato is a repeated rhythmic pattern. Rhythmic ostinatos are effective and commonly used to create simple rhythmic accompaniments to songs.	SONORITY	The different INSTRUMENT sounds.		
BAR	A bar (musical container) is one small segment of music that holds a certain number of beats.	DYNAMICS	How LOUD or QUIET the music is.		
MELODIC OSTINATO	A melodic ostinato is a repeated pattern where both the rhythm and the melody form the basis for the repeated pattern. These often occur in the bass part where they are called a basso ostinato.	METRE	HOW MANY beats in a bar.		
TIME SIGNATURE	A time signature is made up of two numbers, one on top of the other and looks a bit like a fraction. We use time signatures to tell musicians how to group musical notes. For example, should we group them in beats of two, three, four, or something else?	HARMONY	MORE THAN ONE note at a time.		
CALL & RESPONSE	In music, call-and-response is a compositional technique that works similarly to a conversation. "phrase" of music serves as the "call," and is "answered" by a different phrase of music.	ARTICULATION	How the instrument is being played. Is it SMOOTH or DETACHED.		
		TONALITY	The MOOD of the music.		
		TEXTURE	The LAYERS of the music. How many instruments can you hear. Is it thick or thin?		
		TEMPO	The SPEED of the music. Is the music fast or slow?		
		STRUCTURE	The ORDER of the different sections of music.		
		SILENCE	The ABSENCE of sound.		

THE MUSIC NOTE TREE

Semibreve - 4 beats


Minim - 2 beats

Crotchet - 1 beat


Quaver - 1/2 beat

Semiquaver - 1/4 beat


BEING A MUSICIAN...




One CROTCHET
One full beat
"TEA"




Two QUAVERS
Two 1/2 beats = one full beat
"MILKSHAKE"




Four SEMIQUAVERS
Four 1/4 beats = one full beat
"COCA COLA"



one QUAVER and two SEMIQUAVERS
1/2 + 1/4 + 1/4 beats
= one full beat
"BLACKCURRANT"



two SEMIQUAVERS and one QUAVER
1/4 + 1/4 + 1/2 beats
= one full beat
"ORANGE JUICE"




one CROTCHET REST
one full beat
"....." silent beat

The Big Question...

NEXT STEPS:

How is rhythm used in different styles, cultures and countries?



Page 21

YEAR 7- TERM TWO- KNOWLEDGE ORGANISER

Key Vocabulary	
Term	Definition
Narration	The process of telling a story, introducing characters or commenting on action
Still Image	When you freeze on the spot using actions and facial expressions to tell a story
Vocal Expression	To change aspects of your voice to show emotion
Role play	Taking on the role of identifiable characters to act out a scene
Duologues	A performance by two actors
Flash Backs	A scene set at an earlier time than the main part of the story
Genre	The style the drama is performed in
Split Screen	Having more than one scene on the stage at any given time
Cross Cutting	Alternating between two or more scenes present on the stage
Choral Speaking	A group of actors using their voices at the same time to create dramatic effect
Interpretation	Showing your understanding of something through your response

Always Remember

Never perform with your back to the audience

Your expressions and your emotions must match!

Your work can always be improved

Make sure your voice is loud and clear

For Choral Speaking to be effective everyone must speak at the same time but you can experiment with how.

When performing a script you must perform the words as they appear and not add lines in

Always listen to the ideas of others as well as voicing your own

Use stage directions as clues on how to perform

Use your imagination when exploring a theme. As long as it is appropriate there is never a wrong idea!

Even though there is more than one scene on the stage when you use a split screen. Only one piece of action will perform at once

Focus, focus, focus!

Always try and put yourself in the shoes of the character you are playing. This will make your character more convincing

A duologue will only ever contain two actors. They may however play more than one role

Deeper Learning

Every actor within a scene will have an objective. This is what their character aims to achieve. This can be really short for example at the end of that line or it can be a longer objective that they aim to achieve by the end of the scene. Once an actor has worked out the objectives for their character they then decide how they will achieve them by experimenting with their use of voice and physical expressions. Sometimes the objectives are very clear from the writing of the script or the instructions from the director but at times the actor also has the chance to create their own.

Dual Coding

ALFRED
I made the device.

RIN
I take the pain.

ALFRED
I do maintenance and..

RIN
You press buttons.

Ugly pause.

INT. BASEMENT - NIGHT

ALFRED
Your right. You got it. Call me if you need help.

Alfred throws his headset off and cuts off the monitor. He leans back and exhales.

Name of the character speaking the lines. This is usually above the speech or in bold at the side

More than one dot after a speech means the next character interrupts

Stage direction

Setting the scene for the actors and director

Specific directions for one actor. These can be vocal or movement based

Check your progress...

Do your expressions always match the character's emotions?

Do you take on board the ideas of others?

Do you think creatively and include your own ideas in script work?

Is your interpretation appropriate to the meaning?

Techniques to explore a theme

Improvisation Hot Seating Still Images Spoken Thoughts Movement Style/ Genre

Subject Knowledge Organiser - Dance

Keywords

Canon- This is where a group of performers repeats the same action one after another. A good example of this is the Mexican wave.

Choreography- Being able to create a dance or set of dance moves.

Control- The power to direct your body and body parts to master dance moves.

Co-ordination- Being able to move different body parts at the same time.

Dynamics- Being able to change the way your body moves- fast, slow, jerky, smooth etc.

Expression- Being able to show a story or a feeling through the medium of dance, also, being able to use your face to show the meaning of the dance.

Extension- To be able to stretch parts of the body to their upper limits, usually your arms, legs and fingers.

Flexibility- The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around a joint.

Isolation- Moving one body part on its own whilst the rest of the body is still.

Mirroring- This is where a pair or group of people complete the same movement but the opposite side of the body- as if they were looking in a mirror.

Dual Coding



Styles of Dance

Ballet- This dance style is over 500 years old and it is all about telling a story through dance and music. A famous ballet move is going onto pointe toes, this is where the shoes allow dancers to go onto the very tip of their toes which creates a sense of light and airiness.

Street/Hip-hop- This is a very quick style of dance which requires music with a heavy beat, dancers move around quickly creating moves on the floor and tricks such as head spins and flips. This style has derived from a variety of other dance styles yet only became popular in the early 90's.

Modern- This is dance that follows no rules and is focused on expressing inner feelings through music and movement. This style of dance was created in a rebellion against classical ballet due to the limitations. Modern dance became famous in the 1900's. Modern dancers usually dance barefooted and wear costumes' that reveal a story.

Cultural- Cultural dances are those that originate from a certain country, culture or religion and these are very famous within that culture. For example, Irish dancing originates from Ireland, Bollywood originates from India and Rock n Roll originates from America.

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Subject Knowledge Organiser

Football – Rules, Player Positions & Pitch Dimensions

Rules

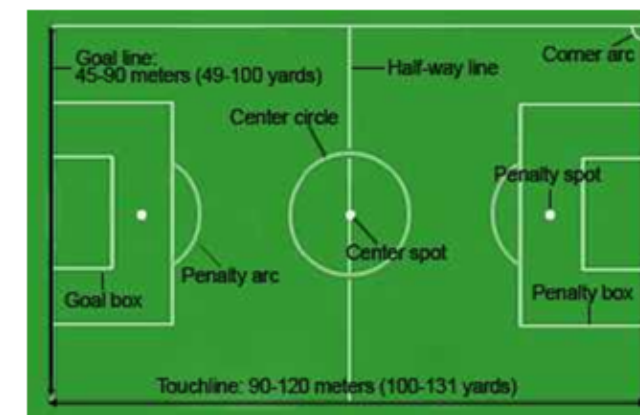
- ☐ A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- ☐ A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- ☐ To continue a match, a team must have a minimum of 7 players on the field.
- ☐ A team is able to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

Key Words: Passing, dribbling, close control, knee, chest, thigh, head, attacking header, defensive header, block tackle, slide tackle, lofted pass, chipped pass, side foot pass, jockeying, corner, throw-in, centre circle, corner flag, penalty, agility, balance, co-ordination, power, reaction time, speed, muscular endurance, cardiovascular fitness, flexibility.

Player Positions



Pitch Dimensions



Always remember:

When tackling an opponent always keep your eyes on the ball, do not dive in as this may lead to a foul being committed

Subject Knowledge Organiser

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

Short pass

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

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

Long pass

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

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

Control

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

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

Block tackle

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

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

Throw-in

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

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

Heading

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

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

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Subject Knowledge Organiser

Handball – Laws, Player Positions & Pitch Dimensions

Players roles in Handball

Goal Keeper – The goalkeeper defends the goal with every part of the body. They are the only player who can touch the ball with their feet. The goalkeeper can leave the 6 yard/ metre box if they do not have contact with the ball.

Left/Right Wingers – These are the fastest players on the court and patrol the sides of the court. They counter the opposition wingers in attack in order to create openings for their team mates. They can also shoot from tighter angles.

Left/Right Backs – These are the largest players on the court. When attacking they are responsible for driving at the defence and long range shooting. However, when defending they are used to block opposition shots.

Pivot – The pivot is the creative force in attack. They are expected to stand among the defenders on the 6m line to create space for their team mates or themselves to shoot. When defending, they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances.

Centre Back – The centre back is a creative handball player also known as the 'playmaker'. They are responsible for setting up the play tactics. When defending they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances.

Rules of Handball

Attackers

Can: Take three steps with the ball then must pass or shoot

Can't: Dribble with the ball

Must: Shoot within 30 seconds. Only use their hands to play the ball.

Defenders

Can: regain possession of the ball by intercepting a pass or blocking a shot

Can't: Snatch the ball from an attacker's hands.

Goalkeepers

Can: Block the ball with any part of their body in the goal area. Leave the goal area and join the attack.

Can't: Leave the goal area in possession of the ball

Fouls

Any foul will lead to a free pass for the opposition team.
The offending team must retreat three meters at a free pass.

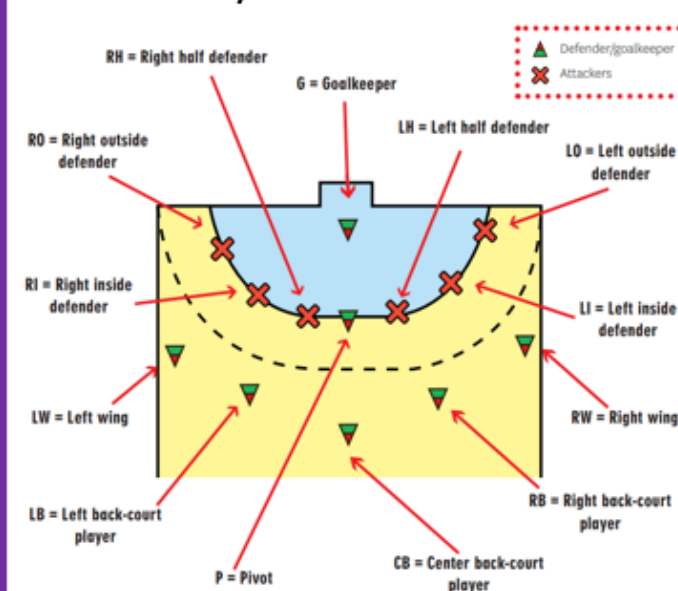
Penalty

A penalty is a free throw from one meter outside the goal area. All players apart from the goalkeeper must be behind the penalty taker.

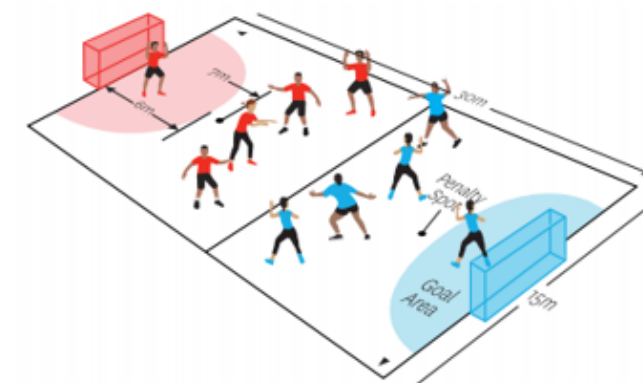
It is awarded if:

- A defender enters the goal area
- A foul prevents a goal scoring opportunity

Player Positions on court



Pitch Layout



Subject Knowledge Organiser

Handball – Dribbling, shooting, catching, throwing

Dribbling

1. Touch the ball with your fingertips, not your palm
2. Bend your knees and get in a low stance
3. Push down firmly onto the ball and release
4. Use your wrist to control the bounce of the ball and power within the bounce
5. Keep your head up and look for team mates, space and opposition players
6. Move on the balls of your feet Use your agility, dribbling skills and speed to get past defenders.

Throwing

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

Always Remember: Defenders are not allowed to step into the goal area as this will result in a penalty shot to the opposition team.

Shooting

1. Receive the ball on the move 2.
2. Attack open space using your three steps
3. Raise the throwing arm backwards, the ball should be above your head and elbow above your shoulder
4. Transfer your weight onto your front foot
5. Aim at your target, and follow through your throwing arm and release the ball.

Jump Shot

1. Follow the first three steps from the technique above
2. When attacking the open space, jump past the 6M line through the space into the
3. Before landing throw forward the throwing arm and release ball

Catching

1. Create a W with your hands
2. Fingers spread wide and elbows bent
3. Weight on the front foot and knees slightly bent

Key words: passing, dribbling, high catch, low catch, passing on the move, shooting, jump shot, goal area, penalty line, half way line, catching, throwing, three steps.

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Subject Knowledge Organiser

Volleyball – Rules, Scoring, Officials, Court Dimensions & Player Positions

Rules

- ❑ An official volleyball court is 18 m × 9 m.
- ❑ To start a point, the server can serve from anywhere behind the end line, either overarm or underarm, into the opposing team's side of the court.
- ❑ The opposing team is allowed a maximum of three touches on their side of the court before sending the ball back over the net.
- ❑ A player is not allowed to touch the ball twice in a row. However, they could hit the ball on the first and third contact.
- ❑ The ball must be hit - not caught.
- ❑ In side out scoring, the serving team scores a point when the opponents fail to return the ball over the net, hit the ball out of bounds or commit an infraction.
- ❑ Whichever team wins the point then goes on to serve.
- ❑ Every time a team wins the serve from the other team, the players rotate their position on court clockwise so that everyone gets a chance to serve.

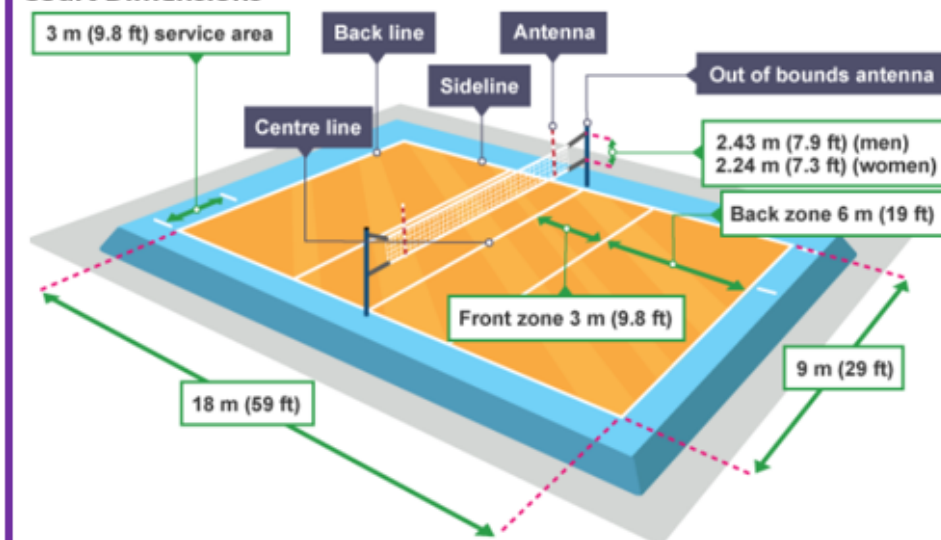
Scoring

In competitive adult matches all games are played to a best of five sets. Volleyball is very different to most sports as the first four sets are played to 25 points, but if the match goes to a fifth set this game is only played to 15 points. In order to win a set, a team must win by two clear points.

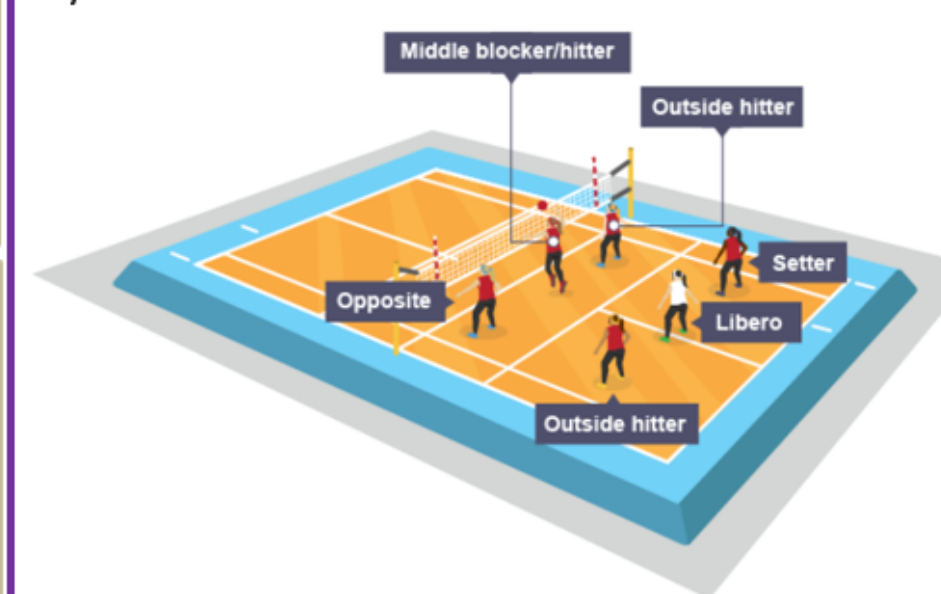
Officials

A first (or main) referee, second referee, a scorer and two line judges are required to umpire an official game of volleyball. Just like most sports, the main referee upholds the rules throughout the whole game and their decision is final. However, unlike football, a volleyball team is allowed to make a formal protest with the scorer. The second referee stands opposite the main referee and is responsible for all substitutions, timeouts and the actions of the scorer's table.

Court Dimensions



Player Positions



Subject Knowledge Organiser

Volleyball Key words – Serve, Dig, Set, Block, net

Serve

A volleyball serve can be hit either overarm or underarm. A player is allowed to travel with the ball and jump whilst serving, and providing it reaches the opponent's court, it is deemed legal.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Face forwards with your chest facing towards the target. Hold the ball in front of your body with left hand, right hand held back. Body weight should be on the back foot.

Stage two

Throw the ball gently into the air, swing the straight arm forward to strike underneath the ball with the heel of the hand, with your fingers clenched. Transfer bodyweight from back to front foot.

Stage three

Follow through with the fist pointing towards the intended target or the sky.

Dig

The dig shot requires players to get low and to stop the ball touching the ground. When completed successfully the shot provides accurate and consistent passing, which is essential to create a multiple attack.

Stage one

Stand in position on the balls of both feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball.

Stage two

Keep both eyes on the ball. Place the back of the right hand on top of the palm of the left hand. Bring both thumbs together and place them side by side. Keep fingers and thumbs close together. Lock your elbows together. Hold arms out straight in front.

Stage three

Hands start low in front of the body and swing up to strike the ball upwards. Strike the ball with the lower forearms. Follow through with the hands pointing towards the intended target or the sky.

Set

The set shot is a delicate attacking shot that is an important part of the pass-set-spike sequence required for a successful attack.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball. Call for the ball. Get in line with the ball's path. Keep your eyes on the ball at all times.

Stage two

Move towards the ball. Extend your elbows so that your arms are out in front of you at head height. Slightly flex your elbows. Have your palms facing up and fingers spread. Keep your eyes on the ball.

Stage three

Watch the ball. Face the ball in ready position with knees slightly flexed. Hands are held above the head, palms up. Move body underneath the ball and push the ball into the air with your fingertips. Extend knees to help with the push into the air. Follow through with fingers pointing at the sky.

Block

The block is not technically a maintaining possession shot, but a well-timed and effective block diffuses an offensive attack.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball. Get in line with the ball's path. Keep your eyes on the ball at all times.

Stage two

Move towards the ball. Extend arms up above head. Have your palms facing forward and fingers spread. Keep your eyes on the ball.

Stage three

Upon contact, try to angle the ball downwards. Begin to land move arms outwards for balance. Flex knees to help cushion landing. Get back into position to regain formation.

Progress Vocabulary: *Identify, Define, describe, explain, compare, and contrast, sporting links, analyse, evaluate*

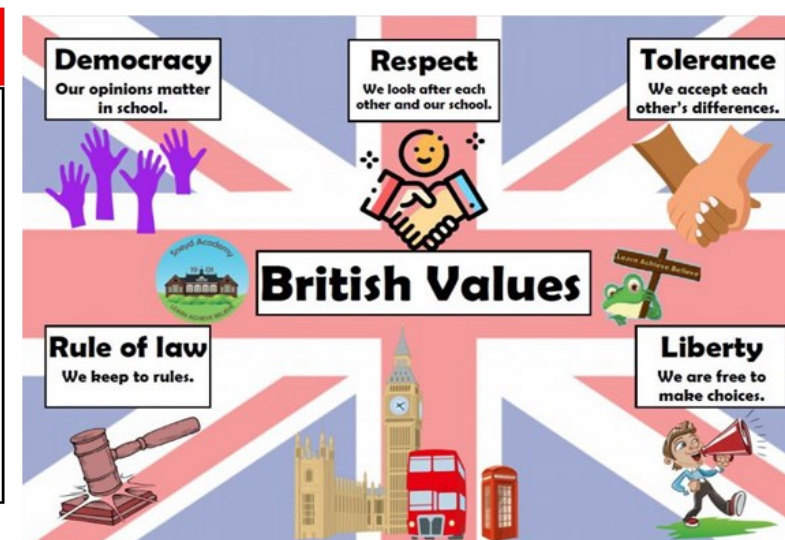
Key Words: set, dig, volley, spike, tennis serve, overhead serve, block, baseline, rotate, finger tips, forearm, control, height, time.

Key Vocabulary...		The British Values and Some Other Rights	
Laws	Rules which are set by the government that every single person must follow.	Democracy	The idea that the people should be able to collectively choose their leaders.
Election	The event at which people vote to choose the government.	The Rule of Law	The idea that all people should follow the law and be treated equally by the law.
Respect	Giving consideration to the feelings, wishes, needs or abilities of another person.	Individual Liberty	The idea that people should be free to choose their own path in life.
Racism	Prejudice or discrimination based on someone's skin colour or place of origin.	Mutual Respect and Tolerance	The idea that no one should be mistreated based on their race, gender, religion, disability or any other difference.
Sexism	Prejudice or discrimination based on someone's gender or biological sex.	Freedom of Speech	The idea that people should be free to express themselves and their views without fear of punishment.
Prejudice	Making judgements about someone based on their gender, race, sexual orientation or religion.	The Right to Protest	Within certain rules, UK citizens are legally allowed to protest against treatment or rules that they deem unfair.
Discrimination	Mistreatment of someone based on their gender, race, sexual orientation or religion.	Human Rights	The basic rights which are considered to be common to all people rather than having to be earned.
Protest	A public demonstration of dissatisfaction with the rules.		
Liberty	Freedom, the right to make decisions about one's own life.		

The Big Idea

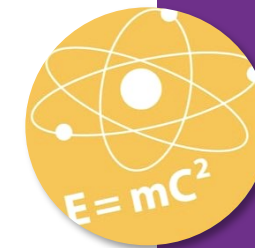
In many countries the rights and freedoms of the people are not guaranteed and protected by law. We are very lucky in Britain to be living in a country which protects us in this way and allows us to live our lives as we choose, as long as we don't have a negative affect on others. It has been a long journey through history to gain these rights and freedoms.

Democracy, for example, has developed over more than 800 years, beginning with King John being forced by his barons to grant them some basic rights in a document which we now call Magna Carta, signed in the year 1215. Over this period, there have been many people who have fought for the rights of the British people, brave campaigners such as Annie Besant and William Wilberforce, who both worked hard to make sure that eventually all British people would be free and have a say in how the country is governed.

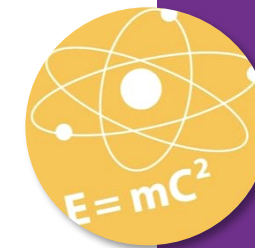


Activity - Research the five key British Values of democracy, the rule of law, individual liberty, mutual respect and freedom of speech. Create a fact-file explaining how these rights and values are protected in Britain.

Notes



Notes



Notes

