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Plot Summary 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. 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. 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

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.

Caliban, Stephano and Trinculo (II.ii, III.ii)

the control Prospero has over him.

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.

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.

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.

Epilogue

Characters

Duke of Milan.

King of Naples

island

Trinculo – a jester

Ferdinand – Alonso's son

Antonio – Prospero's brother.

Stephano – a drunken butler

Antonio stole Prospero's title as

Gonzalo – the old counsellor to the

Prospero – the rightful Duke of Milan

Miranda – Prospero's daughter

Prospero's who earns his freedom

Caliban – a savage and deformed

slave of Prospero's; a native of the

Ariel – an airy spirit; a slave of

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.

Alonso – King of Naples Sebastian – Alonso's brother *The Tempest' Knowledge

Knowledge Organiser

Keywords

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**.

usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

tempest – a violent storm.

treason – a crime that harms your country or government. Someone who commits treason is a **traitor**.

callous – when someone is cruel and does not care about other people.

pathos – a situation that makes us feel sympathy or sorrow.

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.

Background Information

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.

Algebra introduction

Key vocabulary

Variable

Terms

Like terms

Solve

Simplify

Expression

Equation

Identity

Expand

Factorise

Co-efficient

ABC is an isosceles triangle. Δ

a) Find the value of a.

b) Find the length AB.

2a + 6

Assessment style question

5a - 3

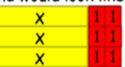
Inequality

Picture perfect

Here is x + 2:



3(x + 2) means 3 lots of x + 2 and would look like this:



Altogether this is 3x + 6. Algebraically, we would write: 3(x + 2) = 3x + 6.

We have multiplied each term inside the bracket by 3.

 $w^2 - 5w$

 $24x^2 + 20x$

Always remember

Algebraic Notation

Algebra uses a shorthand system where variables (symbols) are represented by letters.

E.g.
$$a + a = 2a$$

 $2 \times b = 2b$

$$c \times c = c^2$$

 $3d \times 2e = 6de$

Term - 3a

Expression - 5x + 2Equation - 5x - 3 = 47

Formula - $C = \pi d$

Identity - $10x + 4 \equiv 2(5x + 2)$

Expanding brackets:

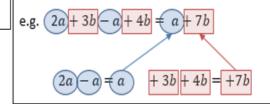
- · Expanding means remove brackets
- Use the claw

e.g.
$$3(5a-2) = (3 \times 5a) - (3 \times 2)$$

= 15a - 6

Simplifying expressions (adding/subtracting)

- Can only simplify like terms.
- Be sure to include the sign before the term



To solve two step equations, you want to isolate your variable by itself. To do so, you must use your knowledge of inverse operations.

$$8b + 5 = 29$$

$$-5$$

$$8b = 24$$

$$8$$

$$8 = 24$$

$$8$$

$$8 = 24$$

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V------



Factorising expressions:

- The opposite (inverse) of expanding
- Answer will include brackets
- Look for common factors (numbers and algebra)
- Always choose the HCF

e.g. 1
$$10a + 15 = (5)(2a + (3))$$

10 & 15 both in the (5) times table
 $10a = (5) \times (2a)$ $15 = (5) \times (3)$

-5(x+2)

 $\bullet x(x-6)$

Formulae

Key vocabulary

Substitution Formulae Rearrange Equation BIDMAS

Picture perfect

I am think of a number. I subtract 5 from it and then divide the result by 4.

The answer is 7. What number did I think of to start with?

Form an equation then Solve the equation

Solve this equation to find x:

$$\frac{x-5}{4} = 7$$

$$\frac{x-5}{4} = 7$$

$$\frac{x-5}{4} = 7$$

$$\frac{x}{4} = 7$$

$$x = 28$$

$$+5$$

$$x = 33$$
Make x the subject of the formula:

Solve this equation to find x:

$$6x = 13$$

$$6 \div 6$$

$$ax = b$$

$$ax = b$$

x = <u>b</u>

α

Assessment style question

Work out the value of $d + (3e + f)^2$ when d = 2, e = -3 and f = 1.

Rearrange the formula $P = \frac{k}{i}$ to make k the subject of the formula.

> Carl thinks of a number. He multiplies this by 3 then adds 23. Liz thinks of a number and she adds 3, then she multiplies this by 5. The number they chose and sums at the end are equal. What is the number they have picked?

Always remember

Substitution means putting numbers in place of letters to calculate the value of an expression.

For example, in the expression $2b^2c$, where b = 4 and c = 3, use the values of b and c to calculate the numerical value of the expression:

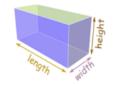
$$2b^2c = 2 \times b^2 \times c$$

Formulae are created for something that is calculated often.

For instance, plumbers often apply a call out charge plus an hourly rate to their customers. Writing a formula for the total cost of a job would be useful for a plumber so that they could quickly calculate costs for their customers more easily. Once a formula is written, the plumber would only need to input how long the job would take in hours, and come up with a total cost to quote very easily.

A rule or fact written with mathematical symbols.

- an equals sign (=)
- two or more variables (x, y, etc)



Example: The formula for the volume of a box is $V = I \times w \times h$

Which has these variables:

- V stands for volume. I for length.
- · w for width,
- · h for height,

When I=10, w=5 and h=4, then $V = 10 \times 5 \times 4 = 200$

Solving equations

Key vocabulary

Substitution

Formulae

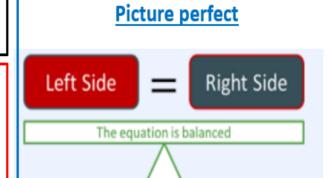
Rearrange

Equation

BIDMAS

Inverse

Coefficient



$$3(x+1) = 2(x+2)$$

$$3x+3 = 2x+4$$

$$x+3 = 4$$

$$-3 \quad -3$$

$$x = 1$$

The sum of each row is given.

Assessment style question

Hannah is n years old.

Her aunt Emily is three times older than Hannah. Emily is 48 years old.

(a) Write down an equation for this information. (b) Solve your equation to find how old Hannah is.

Find a, b, c and d.

а	α	α	α	24
α	α	Ь	Ь	28
Ь	С	С	С	29
а	Ь	С	d	31

Sam thinks of a number, n.

He multiplies his number by 7 and then adds 3 to the result. His final answer is 45.

- (a) Write down an equation for this information.
- (b) Solve your equation to find the number, n.

Always remember

Solve this equation to find x:

$$6x = 13$$

Make x the subject of the formula:

$$a \times = b$$

$$\div a \qquad \div a$$

I am think of a number. I subtract 5 from it and then divide the result by 4.

The answer is 7. What number did I think of to start with?

Form an equation then Solve the equation

$$\frac{x-5}{4} = 7$$
 $\frac{x-5}{4} = 7$
 $\frac{x-5}{4} = 7$
 $\frac{x^4}{x^4} = 28$
 $\frac{x^4}{x^5} = 28$
 $\frac{x^5}{x^5} = 28$
 $\frac{x^5}{x^5} = 33$

Sequences

Key vocabulary

Sequence

Term

Rule

Term to term rule

Nth term

Arithmetic sequence

Geometric sequence

Triangular numbers

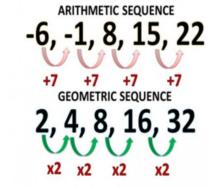
Fibonacci sequence

Picture perfect

Sequence:



("term", "element" or "member" mean the same thing)



Assessment style question

The nth term of a sequence is $2n^2$

(i) Find the 4th term of the sequence.

(ii) Is the number 400 a term of the sequence?

Give reasons for your answer.

The first five terms of an arithmetic sequence are

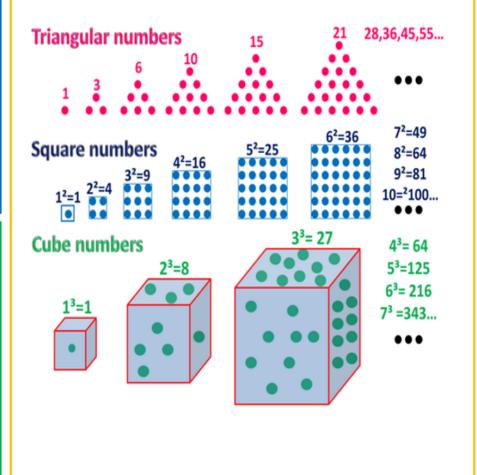
2 7 12 17 22

Write down, in terms of n, an expression for the nth term of this sequence.

Always remember

Fibonacci Sequence

0, 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377, 610, 987 ...



Linear graphs

Key vocabulary

Co-ordinates

Quadrant

Origin

Equation

Horizontal

Vertical

Parallel

Intersect

Gradient

Plot

Sketch

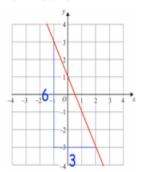
Linear

All straight-line graphs have an equation that is Y gives you the y-coordinate we need to plot the graph Drawing Graphs Step 1 - Draw a table up Step 2 - Plot coordinates on axes Step 3 - Join the points M is the gradient of the line, the 'steepness' of it. X is the x-coordinate we need to plot the graph Y gives you the y-intercept. It's the point where the line crosses the y-axis. X is the x-coordinate we need to plot the graph

Assessment style question

- (a) Draw y = x + 1 and y = 2x 1 on the same set of axes.
- (b) Where do the two graphs intersect?

Alisha says that the gradient of the line is 2. Explain her mistake.



Always remember

A line sloping upwards from left to right has a positive gradient.	/	m is positive
A line sloping downwards from left to right has a negative gradient.		m is negative
Parallel lines have the same gradient.	//	m ₁ = m ₂
A horizontal line has a gradient of 0.		m = 0
The gradient of a vertical line is undefined.		m is undefined

Coordinates are given in the form (x, y). The first number is the position in the x-direction (horizontal) and the second is the position in the y-direction (vertical).

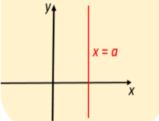
Gradient =
$$\frac{change\ up}{change\ right}$$
 or $\frac{change\ in\ y}{change\ in\ x}$

Graph Horizontal and Vertical Lines

A horizontal line has an equation of the form y = c. It has a slope of 0.

y = *c x*

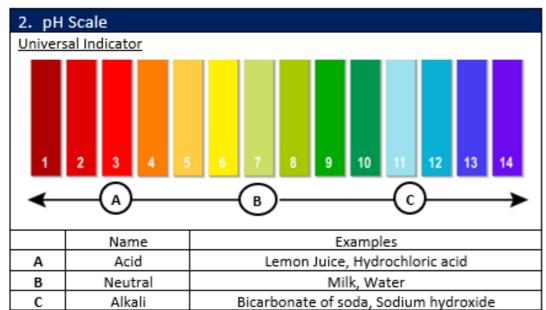
A vertical line has an equation of the form x = a. It has a an undefined slope.





Science: Acids. Alkalis and reactions

1. Acids a	1. Acids and alkali		
Acid	A solution with a pH value less than 7.		
Alkali	A soluble base with a pH value more than 7		
Neutral	A solution with a pH of 7		
pH Scale	A measure of how acidic or alkaline a solution is.		
Indicator	A solution that can show whether a substance is acidic, alkaline,		
indicator	or neutral by changing colour.		



3. pH Scale			
Indicator	Colour in acid	Colour in neutral	Colour in Alkali
Universal indicator	Red	Green	Deep Purple
Methyl orange	Red	Yellow	Yellow
Litmus blue	Red	Blue	Blue
Phenolphthalein	Colourless	Colourless	Pink
Red cabbage juice	Red	Purple	Green-Yellow

4. Neutralisation		
Reactions in which acids react with a base (or alkali) to cancel out the effect of the acid.		
These reactions form a neutral solution with a pH of seven.		
Acid + Alkali → Salt + Water		

5. Properties of metals and non-metals		
Metals	Non-metals	
Shiny	Dull	
High melting points	Low melting points	
Good conductors of electricity	Poor conductors of electricity	
Good conductors of heat	Poor conductors of heat	
High density	Low density	
Malleable and ductile	Brittle	

6. Reactions with metals		
Reactions	Products	
Metals and oxygen	Metal oxide e.g. magnesium oxide	
Metals and acids	Metal salt and hydrogen e.g iron chloride	
Metal carbonates and acids	Metal salt, water and carbon dioxide	



ATHERTON Science: Year 7 Acids. Alkalis and reactions

7. Chemi	7. Chemical Reactions		
Chemical	A change in which atoms are rearranged to create new		
reaction	substances.		
Physical	A change that is reversible, in which new substances are not		
Change	made. E.g. changes of state and dissolving.		
Reversible	A change in which it is possible to get back to the original		
reaction	substances. E.g. dissolving and changes of state.		
Signs of a chemical reaction:			
• change	change in colour		

· change in temperature gas given off

8. Re	8. Reactivity series		
Descri	Describes how reactive different metals are compared to one another.		
Potass Sodiur Magne Calciur Alumir Zinc Iron Coppe	n esium m nium	Most reactive Least reactive	Example of the reation of metals in acid: A B C D
	Order of	reactivity	Reason
Α	Least re	active	No gas bubbles produced
В	Most re	active	Most gas bubbles produced
С	C 3 rd most reactive		More bubbles than A, but less bubbles than D
D	D 2 nd most reactive		More bubbles than C, but less bubbles than B

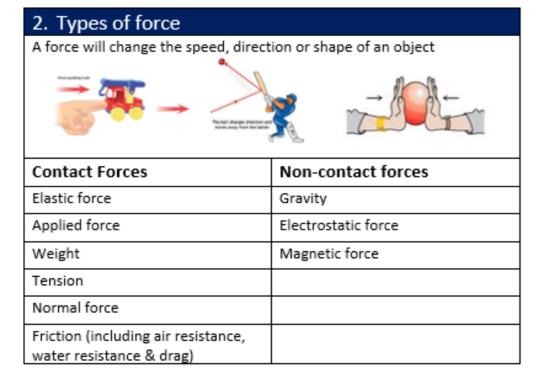
	9. Displacement reactions		
	When a more reactive metal reacts with a compound containing a less reactive metal, this is known as a displacement reaction.		
	Example1:		
	Reactants Magnesium + Copper sulphate		
	Reactivity Magnesium is higher on the reactivity series than Copper		
Products Magnesium sulphate + Copper			
	Equation Magnesium + Copper sulphate → Magnesium sulphate + Coppe		
	Example 2:		
	Reactants Zinc + Magnesium sulphate		
l	Reactivity Zinc is lower on the reactivity series than Magnesium		
Products Zinc + Magnesium sulphate		Zinc + Magnesium sulphate	
	Equation Zinc + Magnesium sulphate → Zinc + Magnesium sulphate		

Cha	Challenge Questions		
1	How could you work out the pH of a substance?		
2	Write a word equation for the reaction between hydrochloric acid and sodium hydroxide		
3	Describe a method to work out the reactivity of 4 different unknown metals		
4	Evaluate which indicator would be the best to use on a range of different acids and alkali. Justify your response		

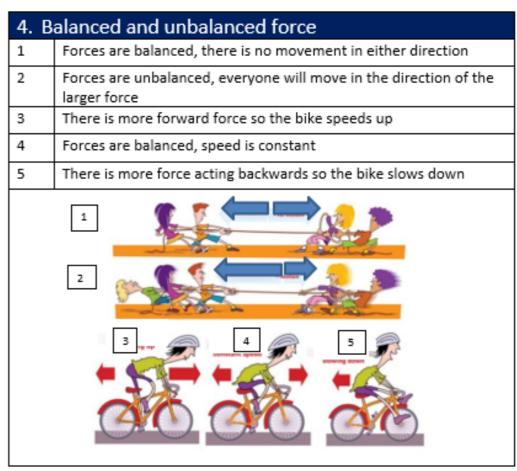


Science: Forces and the universe

1. Key Words –forces	
Mass	The amount of matter within an object.
	Measured in kilograms
Weight	The force of gravity acting on a mass.
	Measured in Newtons
Contact force	Contact force acts when two objects are
	physically touching, such as friction, drag, up-
	thrust
Non-contact force	Non-contact force acts when two objects are
	not touching, such as gravity and magnetic
	force
Balanced force	When forces are acting opposite each other
	and are equal sizes they are balanced
Unbalanced force	When forces acting opposite each other and
	are not equal sizes, they are unbalanced



3. Mass and weight The weight of an object is affected by its mass and the gravitational field it is experiencing Weight can be calculated using this equation Weight of object = mass of object x acceleration of gravity



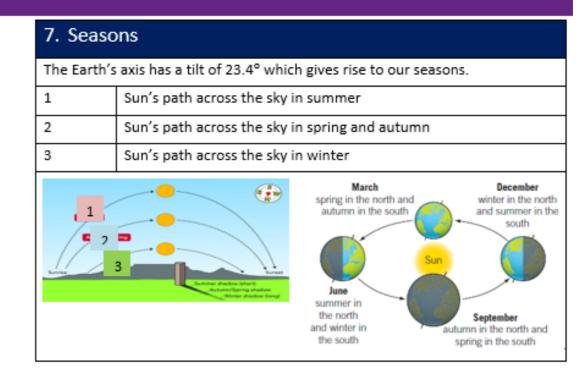


Science: Forces and the universe

5. Key Words – Space		
Solar system	Consists of 8 planets, including Earth, orbiting the Sun. The Sun is one star in our Milky Way galaxy.	
Orbit	To move in a regular, repeating curved path around another object, kept in place by a gravitational field	
Rotate	To spin. E.g. Earth rotates on its own axis	
Year	The length of time it takes for a planet to orbit the Sun.	
Day	The length of time it takes for a planet to rotate once on its axis (On Earth = 24 hours)	
Satellite	Any object or body in space that orbits something else. They can be natural or artificial (man-made).	
Moon	A natural satellite which orbits a planet	

6.	Day and night	
1.	North pole	1
2.	Earth's axis	3
3.	Northern hemisphere	4
4.	Night time	
5.	Day time	
6.	Equator	5
7.	South pole	6
8.	Southern hemisphere	7 8

Challenge Questions	
1	Where would friction be useful when riding a bike?
2	How can the air resistance of a car be reduced and why does this work?
3	How is the temperature in the UK different in summer and winter? Why?
4	Why is you mass the same on the moon and on Earth, but your weight is not?



8. The r	8. The night sky		
Galaxy	A collection of stars, our galaxy is known as the Milky way	The Universe contains billions of	
Stars	They produce their own light. They are burning balls of gas	Galaxies	
Planets	Large objects which do not produce their own light. They orbit stars	Stars	
Natural satellites	Include moons which can orbit planets	are orbited by	
Artificial satellites	Examples include the International Space Station (ISS) and Hubble Space Telescope, they are man made structures which can orbit planets	Planets, asteroids, and comets planets may have	

Key Vocabulary...

u	Name	Meaning
ğ	E-safety	Process of staying safe online.
Des	Cyberbullying	Intentionally hurting someone by name calling or teasing using social media or text messages.
ohic	Social media	Apps used by people to communicate with each other.
ring Term 3: E-safety and Graphic Design	Sexting	Sending, receiving or forwarding sexually explicit images. An image of someone under 18 is considering illegal.
y and	CEOP	UK crime fighters that are involved in prosecuting people who send indecent images.
afet	Identity Theft	Criminals who use viruses and the internet to steal bank details from people.
E-S(Internet	A collection of connected computers across the world.
3:1	URL	An address to access website and the data that is held on them.
erm	World wide web	A collection of websites that anyone can access hosted on the internet.
pring 1	CLICK CEOP Internet Safety	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...

Always Remember...

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







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

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

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.



Questions

- Name two ways that you can keep safe online.
- What do you think cyberbullying is and give an example.
- 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?

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 learning resource which explains the dangers of online exploitation, you might need to do some additional research using the internet to find some statistics.



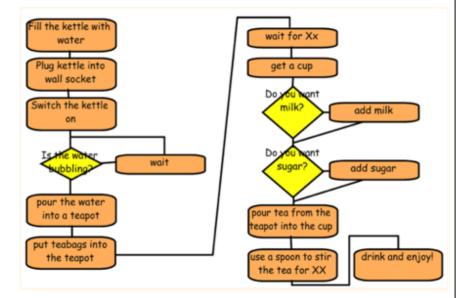
Key Vocabulary...



Picture This...

Always Remember...

	Shape	Name	Purpose
		Terminator	Used to start and stop flowcharts
<u>7</u> 0		Input/ Output	Used to put data in or take data out of a flowchart.
Flowchairs and Flowol		Process	Used to add delays to your flowchart and declare variables.
s and	\Diamond	Decision	Used to allow the data to branch into two different directions.
cnan		Subroutine	Smaller parts of a larger program broken into smaller sections.
	•	Arrow	These are needed to connect the shapes in a flowchart.
11 4.		Mimic	A picture that you can control on Flowol.
lerm 4:		Flowol	A software package which lets you use flowcharts.
pring	let x = 0	Variable	A value that can change as the program runs.
de _	+,-,*,/	Operator	Maths operators. These are used with variables in flowol.



- 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?
- 3. What is pseudocode?
- 4. What is the difference between an algorithm and a flowchart?
- 5. 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 of your choice. You could write one for making a sandwich, getting ready for school, tidying your room. Make sure that you use a pencil and ruler to draw the shapes neatly. Try to use subroutines in your program.

Page 12

Key Vocabulary	
Aesthetics	How something looks including shape and colour.
Accuracy	The quality or state of being correct or precise. Free from errors.
Thermoplastic	A type of plastic that can be re heated and shaped to make new products.
Thermosetting	A thermosetting plastic is a plastic which becomes irreversibly hardened when heated and moulded into shape. Can not be recycled.
JIG	A jig is used to make sure that parts are made exactly the same, without the need for marking out. For example, when drilling through a block of wood with two holes in, it will make sure that the holes are drilled in the same place in each component.
Target Market	To whom the product is aimed at or designed for.

CAD/CAM

Computer Aided Design – In school we use 2D Design, in the industry they use AutoCAD, we also use sketch Up for virtual model making.

Computer Aided Manufacture – In school we manufacture products using a laser cutter and 3D printer. They also use laser cutters and 3D printers in industry but on a larger scale. They also use CNC milling machines and other computer controlled devices to manufacture different products.







the supply of electricity. A fixed value component that reduces the amount of electricity able to pass through part of the RESISTOR circuit. Made from a mixture of carbon (to conduct) and ceramic (to isolate. A printed circuit board mechanically supports and connects electrical components PCB using conductive tracks. A USB lead (Universal Serial Bus) are used mostly to connect computers to peripheral devices **USB LEAD** such as cameras and printers, in our case, yourlamp. Always Remember...

Picture This...

A light emitting diode provides a source of light. It is energy efficient,

small, available in different colours and brightness and has a long

A component that joins and breaks part of a circuit to connect or isolate

Tools & Equipment

Vacuum Former	12 12 12
Pillar Drill	
Strip Heater	
Soldering Iron	

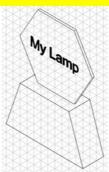
The BIG question..

How might thermosetting plastics, be bad for the environment?

Isometric Drawings are 3D drawing. They show three sides, all in dimensional proportion, but none are shown as a true shape with 90 degree corners. All the vertical lines are drawn vertically but all the horizontal lines are drawn at 30 degrees to the base line. Isometric is an easy method of drawing 3D images.

LED

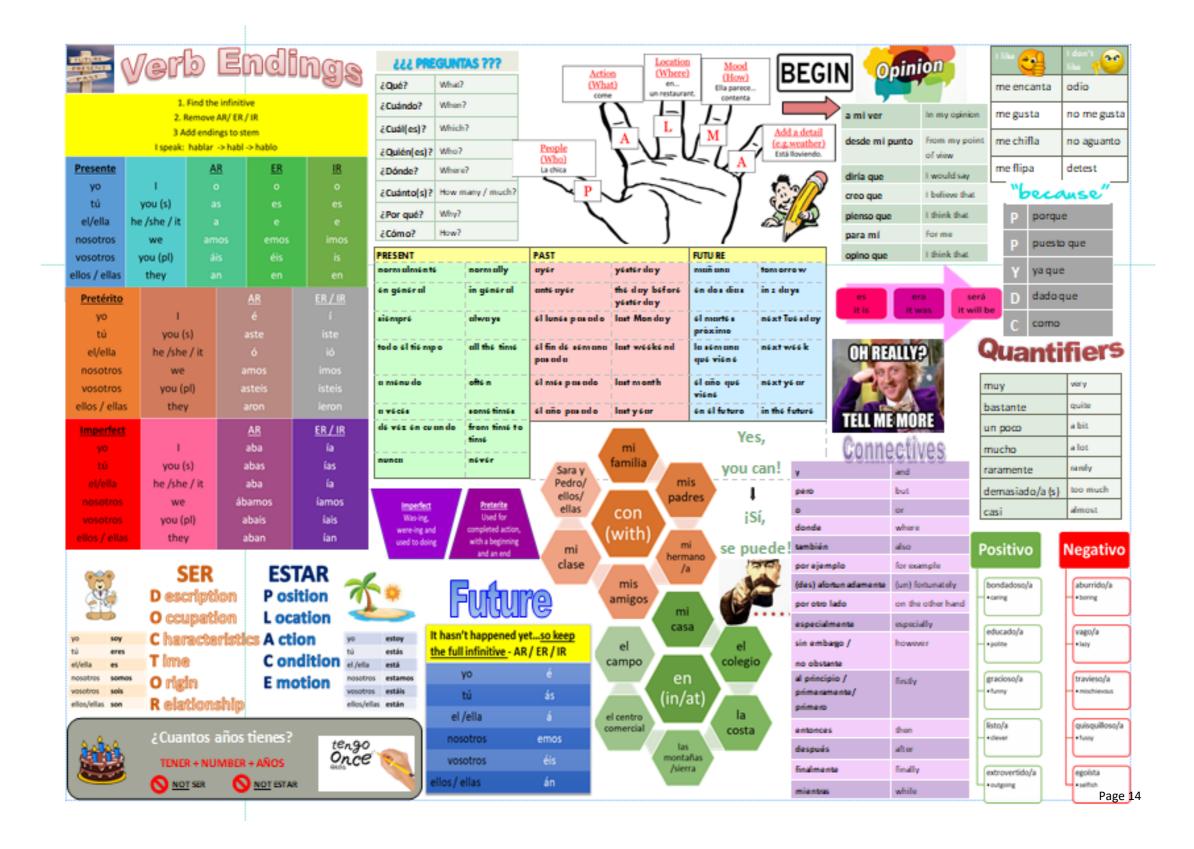
SWITCH



Deeper Learning...

Plastics are made from oil which is a fossil fuel. We have to drill deep into the earth to extract the oil and this can cause disruption to wildlife, sea life and their habitats. The burning of crude oil to make plastic products, produces CO2 emissions, which pollutes the earth's atmosphere.

Activity – Take some isometric grid paper home with you and practice drawing objects, that you can find around the house. Remember to bring your designs in to show your class mates.

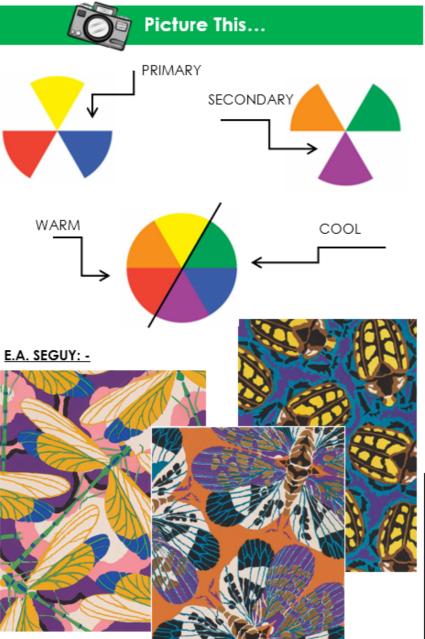


Y7 KNOWLEDGE ORGANISER: Colour Theory.

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.



Deeper Learning...

Who is Eugene Seguy?

Eugène Séguy (1890 – 1985) was a French entomologist who published many portfolios of illustrations and designs from the turn of the century to the 1930S.

Séguy wanted to use his artistic skill to glorify the sublime beauty of nature, creating what he called a 'world of sumptuous forms and colours.'

He transformed these beautiful illustrations into textile designs.

The idea was to layer stencils on top of one another to create a feeling of depth and texture in a finished print.

The Big Question...

NEXT STEPS:

How can we use the skills we have learned previously with lines and symmetry?

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: How could you layer up the bugs? Could you trace, use clear acetate, draw freehand? What would be the best way?

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







PLAIN FLOUR



Key vocabulary

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

5 a day

The **5** A Day campaign is based on advice from the Government which says that we should be eating at least 5 portions of fruit and vegetables a day to lower the risk of serious health problems, such as heart disease and some types of cancer. The problem with fruits is that they are high in sugar so it is best to eat more vegetables than fruit for your 5 a day.

What counts?

- · One medium apple, banana or pear
- · Two smaller fruits like plums or satsumas
- · Seven strawberries or 20 raspberries
- · One handful of grapes
- · One heaped tablespoon of dried fruit, such as raisins
- · That's three heaped tablespoons of baked beans
- · Three heaped tablespoons carrots, mixed vegetables or corn
- · Four heaped tablespoons of cabbage
- · Two pieces of broccoli or one medium tomato
- · A bowl of salad greens

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.

	Key Words		
	HIC	High Income Country e.g. UK, Japan, USA, Canada	
Topic: Our Unequal World	NEE	Newly Emerging Economy e.g. India	
	LIC	Low Income Country e.g. Pakistan,	
	Slum	An area of unofficial housing built by people from whatever materials are available. No formal utilities are planned in this area that the poorest people live.	
opic:	Migration	People moving from one place to live in another.	
: Year 8	Push Factor	Something negative about a place that makes you want to move away from it	
	Pull Factor	Something positive about a place that makes you want to move to it.	
ohy	Urban	A built up area - a town or city. Atherton is an Urban area.	
Seogra	Rural	The opposite of urban - an area with few buildings or infrastructure.	
A built up area - a to Atherton is an Urban Atherton is an Urban The opposite of urban with few buildings of infrastructure. Sport: India is a country that is we passionate about sport. Cricket is most popular sports in the country Indian Premier League attracting of million viewers worldwide.		about sport. Cricket is one of the lar sports in the country, with the nier League attracting over 500	

Homework Project: Write a letter or a few diary entries imagining you have just moved to the slum Dharavi. Explain why you moved away from your home and why you chose to move to Mumbai, the city Dharavi is in. Think about what it must be like to live in the slum - focus on what you can see, here, touch, taste and smell. This should be at least a side of A4.



66% of India's population live in Rural areas. India's Capital City, New Dehli, has a population of 22 Million people. That's like 1/3 of the population of the UK living in one city!



Mumbai: India's 2nd largest city is one of great contrast. It is home one of the largest Slums in Asia - Dharavi. 700,000 people are crammed into the slum, making it one of the most densely populated places on the planet. The people living here are incredibly poor. Mumbai is also the home to the richest person in India, who has built the largest private home in the world, costing an astonishing \$2 Billion to build.

Bollywood: India is a country that is very passionate about film, and in particular the Bollywood Genre. These are often love stories with amazing dance routines in them. Bollywood films sold 1 billion more tickets than Hollywood films in 1997.

Republic of India: Overview

Size: 3.1 Million sq km.

Population: 1.3 Billion people – It is has the 2nd largest population in the world. Landscapes: India has a fascinating landscape, from the Himalayas to the Ganges river India has a varied landscape.

Religion – Hinduism, Christianity, Sikhism, Buddhism and Islam are all practised. Languages – Over 20 languages are spoken, including Hindi, Guajarati and English History: India has a rich and varied history. It was once ruled by Maharaja – Indian royal families – until the British Empire took over in the 1800's. After the 2nd world war, India became an independent state in 1947.

Key Vocabulary... Key plates... Deeper Learning... Natural hazards are extreme Destructive As we know earthquakes are very difficult to natural events that can cause plate marginpredict... loss of life, extreme damage to Natural hazard two plates How can we make it safe for all countries and property and disrupt human moving activities. not just HICs during an earthquake episode? towards each other An earthquake is the shaking and vibration of the Earth's Earthquake Constructive crust due to movement of the plate margin-Earth's plates two plates A volcano is an opening in moving away **Tectonics** Earth's crust that allows molten from each Volcano rock from beneath the crust to other reach the surface The BIG questions... Conservative How the natural hazards Explain how aid can be a huge help to LICs. effects people, the economy plate margin-**Impacts** A volcano; holiday or hazard, discuss your • or the environment two plates _ opinion. sliding past Prediction, protection and Geography: Year each other The eruption of Vesuvius on 24th and Three Ps preparation Picture this... 25th August 79 AD Aid Aid is assistance given from The eruption caught the local population one country to another. Active Volcanoes, Plate Tectonics, and the "Ring of Fire" of Pompeii and Herculaneum utterly unprepared. Although at the same time, as we now know in retrospect, all the tell-tale signs were there to warn them. A long time ago... It was the first time Mount Vesuvius had erupted for 1,800 years. Continental drift The pyroclastic flow (molten and ash) moved describes one of the down the mountain as fast as 450 miles per hour earliest ways geologists and was hot as 999°C. thought continents Mount Vesuvius is thought to be one of the most moved over time. This dangerous volcanoes in the world and is the only map displays an early "supercontinent," active volcano on the mainland of Europe. Pangea, which Mount Vesuvius erupted most recently in 1944, eventually moved to but it wasn't as powerful as in 79AD. It has a form the continents we history of having a catastrophic eruption every know today. 2,000 years or so... and it is almost 2,000 years ■USGS since 79AD...

Activity: Make a diary account about your life for the 24hrs Mount Vesuvius erupted in 79AD- this must be a well detailed account of what you experienced

Key Vocabulary	
Conquest	The assumption (taking) of control of a place or people by military force.
Claimant	a person who believes that something belongs to them or that they have a right to it.
Feudal System	Social system in medieval Europe. The nobles gained land from the crown in return for military service. Peasants were made to work the land and share their profits
Crown	Monarchy (king or queen) or the head of a state
Medieval	Time period of history roughly from the 6 th century to the end of the 15 th century.
Invasion	Invading a country or region with an armed force.

The Bayeux Tapestry

The Bayeux Tapestry is over 70 metres long and although it is called a tapestry it is in fact an embroidery, stitched not woven in woollen yarns on linen. It tells the story of the events surrounding the conquest of England in 1066 by the Duke of Normandy. Crossing the sea in longships, long cavalcades on horseback, shields and coats of mail, and battlefields. The writing on the tapestry is in Latin. It is written in Latin because that was the main written language during the Middle Ages.

Key individuals...



King of England from 1042 until 1066. Edward didn't have any children leading to a battle for the throne of England after his death.

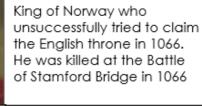
Harold Godwinson

Harald

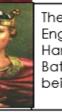
Hardrada



The last Anglo-Saxon king of England who died at the Battle of Hastings defending England from the Norman invasion



William Duke of Normandy



The first Norman king of England. He defeated Harold Godwinson at the Battle of Hastings before being crowned king.

The Domesday Book

In 1086, William the Conqueror sent out surveyors to every part of England to list:

- 1. how much land there was
- who had owned it in 1066, and who owned it now
- 3. what the land was like, and who lived there 4. how much it was worth in 1066 and how
- 4. how much it was worth in 1066 and how much now

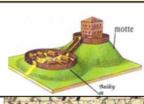
The results created what's known as the Domesday Book.





Picture this...

Motte and Bailey Castle



Bayeux Tapestry



The Feudal System



The BIG questions..

- Castles were the most important method of keeping control in medieval England. How far do you agree with this statement?
- 2. Explain how the Bayeux Tapestry supports William of Normandy's claim to the throne.

Deeper Learning...

After William won the Battle of Hastings, he earned himself the title 'Conqueror'. He marched to London and was crowned King in Westminster Abbey on Christmas Day 1066. In 1067, William started building the Tower of London.

Activity – Draw and label a motte & Bailey castle. Once done, using a different colour highlighter how could you improve on this design? Once this is done write a battle plan – how would you attack this castle successfully?

Key Vocabulary	
Archbishop of Canterbury	The senior bishop and principal leader of the Church of England,
Exile	Being forced to be away from one's home, If you return there is a threat that you could be killed
Clergy	People such as priests and monks who worked in the church.
Civil War	War between two groups in the same country
The Pope	The leader of the catholic church all over the world
Martyr	Someone who willing to die for their beliefs

The Black Death

The Black Death was an infamous plague causing an estimated 20 million deaths in Europe between 1348 - 50. The bubonic plague was a painful disease, with black buboes or swellings, in the groin and armpits, which lasted up to a week. There was some chance of surviving if the buboes burst. If the buboes burst of their own accord it was a sign that the victim might recover. An estimated 30% to 60% of the population of Europe died from the plague. Medieval doctors did not understand disease, and had limited ability to prevent or cure it. So, when the plague came, doctors were powerless to stop it.

Key individuals...



King of England from 1154 until 1189. Friends with Thomas Becket but fell out with him over how the church was run. Possibly responsible for Becket's death?

Was appointed Archbishop of Canterbury in 1162 by Henry II. Killed in Canterbury Cathedral on December 29th 1170 by 4 Knights.

King Richard III

King Henry VII

Thomas

Becket



English King who reigned from 1483 until 1485. He is believed to be responsible for the deaths of Edward V and his brother n the Tower of London. They were both probably murdered.

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.

Magna Carta

Magna Carta was sealed on June 15, 1215, by King John and was the first document to put into writing the principle that the king and his government was not above the law. It sought to prevent the king from exploiting his power, and placed limits of royal authority by establishing law as a power in itself.

Magna Carta contained 63 promises about what the king could and couldn't do. It also set up a Council of 25 barons to make sure John kept his promises. Two copies are in the British Museum, one in Lincoln Cathedral, and one in Salisbury Cathedral

Picture this...





Black Death doctor



Emblems from the Houses of Lancaster and York



Canterbury cathedral



The BIG questions..

- Why was Thomas Becket chosen as Archbishop of Canterbury, what would have King Henry II most likely expected to happen.
- 2. Write an account of what happened to the two princes in the tower.

Deeper Learning...

The two princes, Edward and Richard disappeared whilst staying at the Tower of London in 1483.

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:

Activity: Write a newspaper article on Thomas Becket's death, the reasons behind it and how he was murdered. Include an interview with one of the Knights giving his point of view.

Key Vocabulary	
Catholicism	A form of Christianity which places the Pope as head of the Church.
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.
The court	The court was the centre of royal power and consisted of nobles and higher gentry who enjoyed the queen's favour.

Tudor Entertainment

Without electricity, people got up early in the morning when it was light and went to bed when it was dark. They worked most of the day and week and so any entertainment was saved until Sundays. The one day of the week when most people didn't work. Watching plays became very popular during the Tudor times. This popularity was helped by the rise of great playwrights such as William Shakespeare. By 1595, 15,000 people a week were watching plays in London. Not everyone approved of theatres. There was some opposition from the Puritans - they believed theatres were the work of the devil.

Key individuals...

King Henry VIII 1509 - 1547

King Edward VI 1547 - 1553

Queen Mary I 1553 - 1558

Queen Elizabeth I 1558 - 1603 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.

Edward VI was the King of England and Ireland from 1547 until his death. He was crowned king at the age of nine. Edward was the son of Henry VIII and Jane Seymour.

Mary I also known as Mary Tudor, was the queen of England and Ireland from July 1553 until her death.

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.

Break with Rome

When the Pope refused to grant Henry VIII a divorce (The Catholic faith believed in marriage for life. It did not recognise, divorce) from Catherine of Aragon, Henry split off the English Church from the Roman church. Rather than the pope, the king would be the spiritual head of the English church. This was the start of the Reformation. Henry VIII declared himself supreme head of a new Church of England. This marked the start of centuries or religious conflict in Britain. 1535 Henry ordered the closing down of Roman Catholic Abbeys, monasteries and convents across England, Wales and Ireland. This act became known as the 'Dissolution of the Monasteries'.

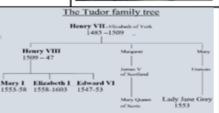
Picture this...

Tudor Rose



The Globe Theatre London





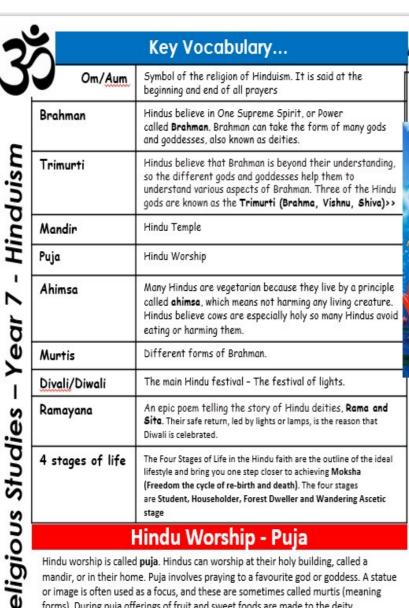
The BIG questions..

- Explain the reasons for the break with Rome.
- 2. Britain did not defeat the Spanish Armada, they were just lucky. How far do you agree with this statement.

Deeper Learning...

Henry 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.

Activity: Describe a visit to the Globe theatre for a family in Tudor times. Use all of your senses to give a thorough account



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.





Festival - Divali/Diwali

Diwali celebrates the Ramayana, which is an epic poem telling the story of Hindu deities, 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 diva 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 diva 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. It is also a time to thank Lakshmi for everything they have. Many Hindus do this by giving money and food to the poor,

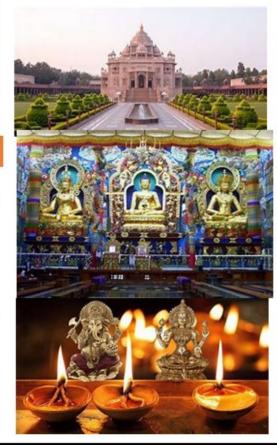
Always Remember...

Hinduism is the name of the religion, and its followers are know

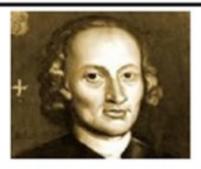
Hinduism is the oldest of the six major world religions. It has no single founder but developed gradually over a period of time. Hinduism has over 1 billion followers worldwide, with about 95% of Hindus living in India. At the time of the 2011 census, there were over 800,000 Hindus living in the UK.

Mandir

A Hindu temple is a symbolic house, seat and body of the Gods. It is a structure designed to bring human beings and Gods together.



Year 7 HT 3 - GarageBand/Technology Knowledge Organiser



Johann Pachelbel is a German composer who wrote Canon in D, otherwise known as Pachelbel's Canon in the 1700s. Part of the Midi Keyboard you may use

Octave (transpose). When you press the - or +, you will alter the pitch of the keyboard. - = lower pitch (bass instruments), + = higher pitch.

The midi keyboard



Things to practise:

- Memorise the music alphabet (A, B, C, D, E, F, G)
- Memorise the position of C and F.
- Memorise the notes in the order you would find them on the midi keyboard.

The keys with the blue dot are C.

The keys with the red dot is F.

Key Words
A sound, beat, or extract reused as part of a new composition.
A creative work, especially a piece of music. Otherwise known as a song.
Used in garage band. The different sounds that you can use in your compositions.
A two beat note. Also known as a half note.
A ½ beat note. Also known as an eighth note.
Two quavers joined together by a beam. The two ½ beats add up to 1 beat. "Cof-fee" could be used to help play it.
A rest that lasts for 1 beat.
A one beat note. Also known as a quarter note.
A dot added to a crotchet note to add on ½ it's length again.
The classification used to group instruments into their family name. Strings, Woodwind, Brass and Percussion are the four families
A large ensemble that is usually led by a conductor.
A counterpoint composition technique that uses an imitiation of a leading melody. The "follower" melody must imitate the lead melody wither with exact rhythms or intervals. An example of a repeating canon is called a Round.

KEY PEATURE	KHY PHATURES OF REGGAE MUSIC	
Off-Beat	Guitar & Piano emphasise chords on beats 2 & 4 or on	
	the second weaker quaver e.g. 1 ± 2 ±. This is called	
	chop.	
Organ	Left hand plays offbeat quavers whilst the right hand	
Shuffle/Bubble	plays the offbeat chop.	
Staccato	When notes are played short and detached.	
Riff	Repeated music pattern. Often the bass-line will be	
	based around a riff.	
Chord Pattern	Often quite simple, repeated chord patterns used	
	throughout a song.	
Rim Shot	Where the drum stick hits the rim and the skin of the	
	snare drum simultaneously.	
Political Lyrics	Songs often critical of politics and raise awareness of	
	social issues such as racism and poverty	
Horn Stabs	Short interjecting melodies played by the 'horn	
	section ¹	

Reggae Instrumentation

Vocals - Lead singer

Backing Vocals - often 2 or 3 backing singers would be in the band.

Often sing responses to the lead vocal line and sometimes add

Guitar - electric guitar, often quite thin sounding playing 'chop' chords Piano - often doubling the chop chords played on guitar. Played staccato

Organ - plays the 'Bubble' - quite a tricky part to master. The 'Hammond' organ was popular with artists in the 1970s.

Bass Guitar - played with a heavy and deep sound by boosting the low frequencies.

Horn Section - usually comprise of trumpet, saxophone & trombone. They often play introductions and 'stabs'.

REGGAE	DRUM GROOVES	Have a listen
One Drop	You don't hit on beat 1. You play the	'One Drop' - Bob Marley
	kick drum on beat 3.	
Stepper	The kick drum is played on all 4 beats,	"Exodus" - Bob Marley
	which gives a strong driving rhythm.	
Rocker	Beats 1 and 3 are emphasised.	'Night Nurse' - Gregory
	_	Issacs

Year 7 HT 4 - Reggae Music - Knowledge Organiser

DEVELOPMENT OF REGGAE

MENTO:

- Jamaican folk music popular in the 1980s
- · Used guitar, banjo & drums
- Featured lots of verses (Strophic Form)
- · Light-hearted lyrics of every day life

SKA

- Fast dance music that emerged in the late 1980s
- Fuses American Rhythm & Blues with Mento rhythms
- Uses electric guitars and jazzy horn sections (trumpets, saxophones & trombone)
- Uses offbeat jumpy rhythms
- Has lyrics about local issues

REGGAE:

- Slower than Ska and emerged in the 1960s
- Amplified bass guitar riffs
- Associated with rastafarianism (a religious movement worshipping Haile Selassie)
- Characteristic rhythm in 4/4 with missing beat emphasis
- Repeated off beat quavers
- Verse & Chorus form

ROCK STEADY:

- Dance music that emerged in the mid-1960s
- · Rhythms more relaxed than Ska
- Loud bass guitar playing steady 4/4 beat
- Political themes in lyrics

DUB:

- Popular in the 1970s
- Instrumental remixes of existing reggae tracks
- Most of the vocals would be removed
- Drum and bass parts emphasised
- Effects such as echo delay and reverb added.
- · Rarly form of popular electronic music.

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

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.

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?

Always Remember



Always listen to the

voicing your own

ideas of others as well as

Always try and put yourself in the

shoes of the character you are

playing. This will make your

character more convincing

Your expressions and your emotions must match!



Your work can always be improved

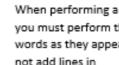




Make sure your voice is loud and clear

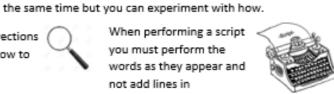


Use stage directions as clues on how to perform



For Choral Speaking to be effective everyone must speak at

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





Focus, focus, focus!



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

there is never a wrong idea!

Use your imagination when exploring

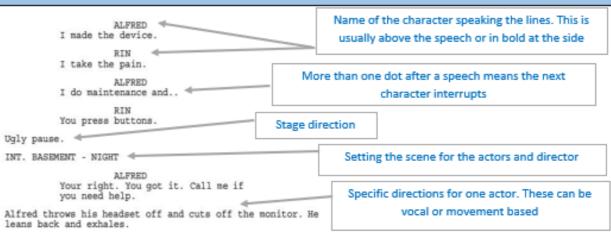
a theme. As long as it is appropriate



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



Dual Coding



Techniques to explore a theme

Improvisation Hot Seating Still Images Spoken Thoughts Movement Style/ Genre

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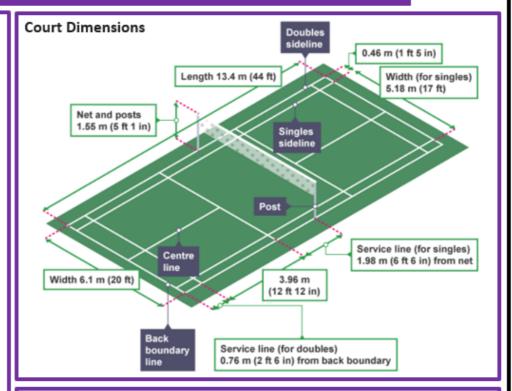
Subject Knowledge Organiser Badminton – Rules, Scoring & Officials

Rules

- ☐ A match consists of the best of three games of 21 points.
- ☐ The player/pair winning a rally adds a point to its score.
- ☐ At 20-all, the player/pair which first gains a 2-point lead wins that game.
- ☐ At 29-all, the side scoring the 30th point wins that game.
- ☐ The player/pair winning a game serves first in the next game.
- ☐ A badminton match can be played by two opposing players (singles) or four opposing players (doubles).
- ☐ A competitive match must be played indoors utilising the official court dimensions.
- □ A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
- ☐ At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- ☐ A legal serve must be hit diagonally over the net and across the court.
- □ A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point.
- ☐ The rules do not allow second serves.
- ☐ During a point a player can return the shuttlecock from inside and outside of the court
- ☐ A player is not able to touch the net with any part of their body or racket.
- ☐ A player must not deliberately distract their opponent.
- A player is not able to hit the shuttlecock twice.
- ☐ A 'let' may be called by the referee if an unforeseen or accidental issue arises.
- ☐ A game must include two rest periods. These are a 90-second rest after the first game and a 5-minute rest after the second game.

Always remember: If yours or your opponents score is even you serve/receive from the <u>right hand</u> side, if it is odd you serve/receive from the left.

Always <u>remember:</u> serve, return, clear, flick, serve, drop shot, smash shot, drive shot, backhand, forehand, service line, tram lines, base line, net, umpire.



Scoring

In recent years, badminton has changed how players can score a point. In 2006, the rules were changed to a rally point system and this now allows both players to score a point during a rally, regardless of who served.

In competitive adult matches, all games are played to a best of three games. To win a game, a player must reach 21 points. However, if the game is tied at 20-20 (or 20-all) then you are required to win by two clear points. Unlike most sports, however, if the score becomes 29-29 (or 29-all), the player or team to score the 30th point will win the game.

<u>Progress Vocabulary: Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate</u>

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Subject Knowledge Organiser Badminton – Forehand Clear, Forehand Drop Shot & Forehand Smash

Forehand Clear

The forehand clear shot enables players to move their opponent to the back of the court, creating space in the mid and front court to exploit.

Stage one

Stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. The left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

Stage three

Keep your eyes on the shuttlecock. Extend your racket elbow quickly towards the shuttlecock, with the non-racket arm rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact, to allow for a 'whip' action. Drive the shuttlecock with a high trajectory towards the back of the court.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through finishing to the left hand side of your body. Return back to ready position for the next shot.

Forehand Drop Shot

The forehand drop shot enables players to move their opponent to the front court to either win a point or create space in the mid and back court to exploit.

Stage one

As the shuttlecock is returned, stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. The left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttlecock with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

Stage three

Keep your eyes on the shuttlecock. Extend your racket elbow towards the shuttlecock, with non-racket shoulder rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact. Slice across the shuttlecock with the face of the racket slightly open, or just before contact, slow the speed of the racket down, tapping the shuttle gently over the net. Hit the shuttlecock at a flat trajectory, allowing it to drop just over the net.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through, finishing to the left hand side of your body. Return back to ready position.

Forehand Smash

The forehand smash shot is hit with power and speed downward into the opponent's court. The angle/steepness of the shuttlecock's trajectory make it hard for the opponent to return.

Stage one

As the shuttlecock is returned, stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. Left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

tage three

Keep your eyes on the shuttlecock. Extend your racket elbow quickly towards the shuttlecock, with the non-racket elbow extended and shoulder rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact, to allow for a 'whip' action. Drive the shuttlecock downwards towards the floor of your opponent's court with a low trajectory.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through, finishing to the left hand side of your body. Return back to ready position for the next shot.

Subject Knowledge Organiser Football – Rules, Player Positions & Pitch Dimensions

Rules

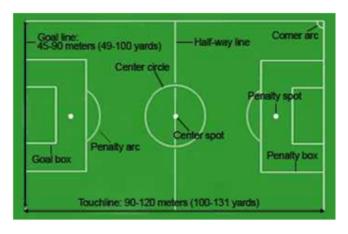
- A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- □ A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- ☐ To continue a match, a team must have a minimum of 7 players on the field.
- ☐ A team is able to 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

Football – Short/Long Pass, Control, Blo	ock 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.	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 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.	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 importing 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.

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Subject Knowledge Organiser Handball – Laws, Player Positions & Pitch Dimensions

Players roles in Handball

Goal Keeper – The goalkeeper defends the goal with ever 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 black 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 of 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 Cant: 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

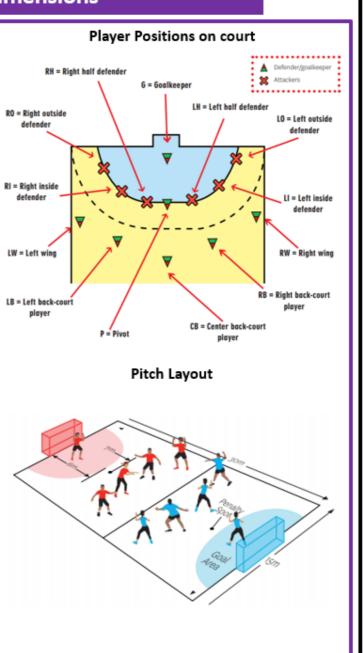
Any foul will lead to a free pass for the opposition team. The offending team must retreat three meters at a free pass.

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



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
- 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

Shooting

- 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.

<u>Progress Vocabulary:</u> <u>Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate</u>

Subject Knowledge Organiser Netball – Rules, Officials, Scoring, Player Positions & Court Dimensions

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

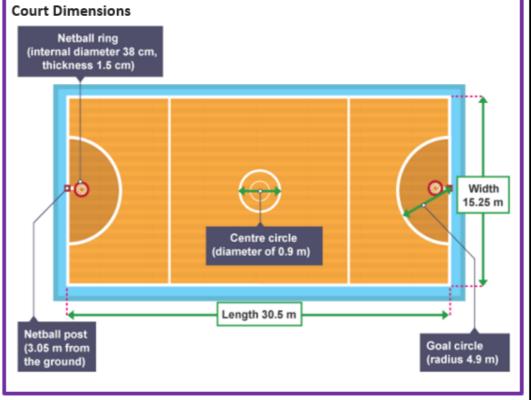
During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating.

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.





Subject Knowledge Organiser Netball – Bounce Pass, Chest Pass, Shoulder Pass & Pivoting

Bounce Pass

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

Stage one

Feet shoulder-width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, 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 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 their legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down.

Stage three

The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Shoulder Pass

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 your head. Elbow should be at a 90° angle. Fingers spread behind the ball.

Stage two

Step in the direction of the pass by transferring your body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend your arm and wrist. Point your fingers in the same direction as the pass, with palms facing down.

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 your eyes firmly fixed on the ball. Bring your hands out in front of your body at chest height with fingers spread open and pointing up.

Stage two

In the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the ground. Flex your knee and ankle as your foot hits the floor.

Stage three

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

Always remember: When you land after catching the ball you must stick one foot that cannot move, your other foot is allowed to move/pivot.

Subject Knowledge Organiser - Dance

Keywords

<u>Canon-</u>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.

<u>Expression</u>-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.

<u>Flexibility-</u> 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.

<u>Mirroring-</u>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

<u>Ballet-</u> 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.

<u>Street/Hip-hop-</u> 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.

<u>Modern-</u> This is dance that follows no rules and is focused on expressing <u>inner feelings</u> 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.

<u>Cultural</u>- 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.

<u>Progress Vocabulary: Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate</u>

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Year

Key Vocabulary	
Laws	Rules which are set by the government that every single person must follow.
Election	The event at which people vote to choose the government.
Respect	Giving consideration to the feelings, wishes, needs or abilities of another person.
Racism	Prejudice or discrimination based on someone's skin colour or place of origin.
Sexism	Prejudice or discrimination based on someone's gender or biological sex.
Prejudice	Making judgements about someone based on their gender, race, sexual orientation or religion.
Discrimination	Mistreatment of someone based on their gender, race, sexual orientation or religion.
Protest	A public demonstration of dissasitisafaction with the rules.
Liberty	Freedom, the right to make decisions about one's own life.

The British Values and Some Other Rights	
Democracy	The idea that the people should be able to collectively choose their leaders.
The Rule of Law	The idea that all people should follow the law and be treated equally by the law.
Individual Liberty	The idea that people should be free to choose their own path in life.
Mutual Respect and Tolerance	The idea that no one should be mistreated based on their race, gender, religion, disability or any other difference.
Freedom of Speech	The idea that people should be free to express themselves and their views without fear of punishment.
The Right to Protest unfair Treatment	Within certain rules, UK citizens are legally allowed to protest against treatment or rules that they deem unfair.
Human Rights	The basic rights which are considered to be common to all people rather than having to be earned.

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 how 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.

Without these rights and freedoms there would be nothing to stop us being put on trial or in prison for voicing an unpopular opinion, and nothing to stop a dictator such as Adolf Hitler or Josef Stalin taking over the <u>government</u>, and making laws which are cruel and ruin people's lives. These rights and freedoms essentially give us the chance to lead a happy life. They don't guarantee a happy life, they just give us the opportunity, as there are many more ingredients to leading a happy life and these will be different for each person. However they give us the opportunity to have an education, to learn all that we can about the world and try to find our place in it, and they give us the freedom to campaign for change in our society, where we see injustice such as racism or gender discrimination. These rights and freedoms give us the opportunity to chose our own path and attempt to follow it.

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.

