



My  
**Knowledge  
Organiser**  
*and Planner*

***Autumn 2 - 2019***

**Year 7**

# Basic *Expectations* *Every Day*

Right Uniform  
Right Equipment  
On time  
No Disruption  
Best Effort

# College Day

8:40 to 9-00	Tutor time
9 to 9:55	Period 1
9-55 to 10:50	Period 2
10-50 to 11:25	BREAK
11-25 to 12-20	Period 3
12-20 to 1-15	Period 4
1:15 to 1-50	LUNCH
1-50 to 2-45	Period 5
2-45 to 3-05	KS3 DEAR time. KS4 and 5 extension /homework

## Can I write in paragraphs?

### The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- |                |            |             |
|----------------|------------|-------------|
| ○Furthermore   | ○But       | Meanwhile   |
| ○Whereas       | ○Since     | Nonetheless |
| ○Nevertheless  | ○Yet       | However     |
| ○Alternatively | ○Therefore | Although    |
| ○Consequently  | ○Besides   | Moreover    |

## Have I used the correct grammar?

*I am aware that I must use language that is appropriate to my reader.*

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*
- ❖ **Other things to consider:**
- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



## literacy mat

### My work

#### *I am proud of my work because...*

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

## Can I spell familiar words accurately?

### Common contractions

**We must use an apostrophe to replace any letter(s) we have left out.**

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

## Can I use different sentence types?

**Simple sentences:** contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

**Compound sentences:** joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?  
Is my punctuation accurate?

# L iteracy mat

## Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!
- Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- When writing speech:
  - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
  - "It's the afternoon!" replied the student.*
  - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

## Can I spell accurately?

- Sound out the word
- Think about how it looks
- Think about a similar word
- Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
- Find the word in a list -
  - Key words list
  - Frequently used words list
  - Your own word bank
- Look it up in a dictionary/spellchecker
- Ask a friend or teacher
- To learn it: look, cover, write, check
- Once you've solved it, add the correct spelling to your own word bank.

## Can I use punctuation?

### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

**Note: Apostrophes are NEVER used to denote plurals**

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

## Apostrophe for Possession

*(To show that something belongs to another)*

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

## There/ their/ they're

**Note:** special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

## ITS

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

## Your/ you're

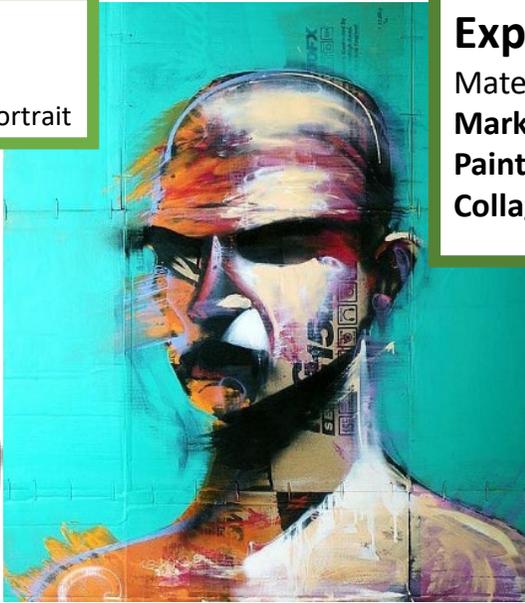
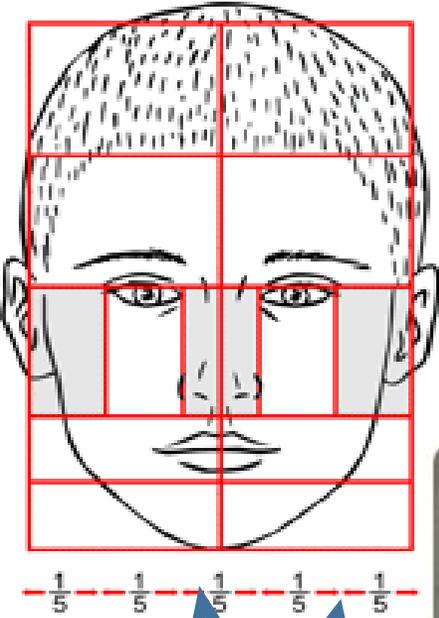
**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

# Art and Design – Portrait 2

## Record

Use photos and collected images to generate ideas for a distorted self portrait



## Explore

Materials and processes:

**Mark making** – what tools can you make marks with?

**Paint Techniques** – how can you apply paint?

**Collage** – what images could you use? Magazine/ photos

## Time line of lessons.

- ✓ Observation and progress
- ✓ Artist Research x2
- ✓ Mark Making
- ✓ Tone
- ✓ Drawing features
- ✓ Whole face
- Paint techniques
- Plan Outcome
- Background
- Add Collage
- Marking making layer
- Press Print Layer
- Pencil Pen mark making layer detail.

## Develop ideas

Artist research -

**Picasso, Adam Neate and Hannah Hoch**

Include:

Title in a relevant style.

Introduce the artist – what did they do and how?

Describe the artwork.

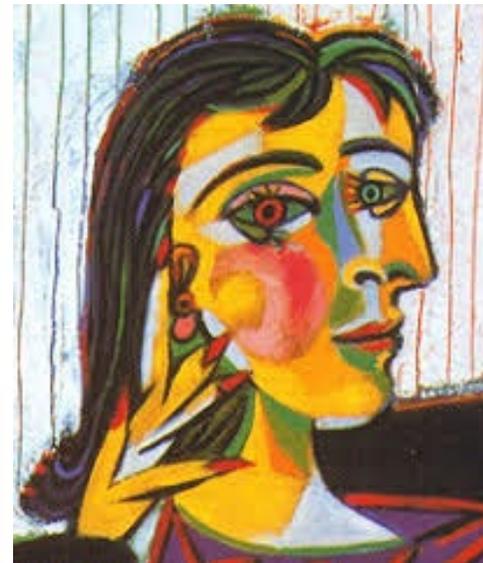
Analyse the formal elements.

Add your opinion.

Use this to influence your outcome.

### Key Words:

Portrait, proportion, identity, expressive, observation



## Materials:

Paint, inks, magazine collage, glue, pencil and black biro, fineliner, marker pen – what else could you use?

## Present Outcome:

### Abstract self-portrait

Present a series of controlled outcomes including a mixed media portrait using layered collage, paint washes, ink and pencil mark making.

Don't forget to show your work from home – sketchbooks/ photos/ use of apps and tablets. Did you complete the competition?

## The Formal Elements.

Line - Shape - Tone - Form - Colour - Texture - Pattern

## What is Computational thinking?

The thought processes involved in formulating a problem and its solution(s), so that a computer, human or machine can effectively carry out

1

## How do you think computationally?

To effectively solve problems you need to....

- Decompose
- Abstract
- Algorithmic thinking
- Create algorithms

1

## KEY TERMS

**Algorithm:** Steps to provide a solution to a problem, usually represented in flowcharts or pseudocode

**Decompose:** Breaking down a large problem into smaller sub-problems

**Abstraction:** Representing 'real world' problems in a computer using variables and symbols and removing unnecessary elements from the problem

**Algorithmic Thinking:** Identifying the steps involved in solving a problem.

**Sequence:** Completing steps in the order which they must happen

**Selection:** Where a choice is made in a program depending on a condition or outcome

**Iteration:** Act of repeating or looping specific sections of code

2

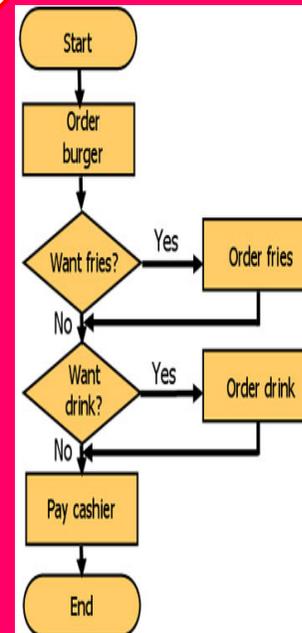
## Flowcharts

Displays an algorithm in diagram form using symbols and arrows to show the flow of information

## Pseudocode

A structured use of English used to define the steps needed to solve a problem.

3



WHILE TRUE:

temp = ""

IF temp > than 20c THEN  
Open windows AND heaters OFF  
ELSE  
Close windows AND heaters ON

TIME = ""

IF TIME = 18.00 THEN  
Sprinklers on  
ELSE  
Sprinklers off  
Continue  
BREAK

3

# Design and Technology – Food

## Key Vocabulary

<b>Nutrients</b>	The components that make up food.
<b>Balanced diet</b>	A diet that contains all the nutrients in the correct amount.
<b>Food processor</b>	A piece of electrical equipment used to prepare a variety of foods. E.g. slice and grate vegetables.
<b>Blender</b>	A piece of electrical equipment that can cut up food and reduce it to a pulp.
<b>Hand-held mixer</b>	Electrical equipment that mixes, whisks or beats small quantities of food.
<b>Creaming</b>	Beating fat and sugar together to trap air into a mixture.
<b>Rubbing in</b>	Rubbing fat into flour traps air into the mixture.
<b>Grate</b>	To make coarse or fine threads by rubbing over one side of a grater.
<b>Peel</b>	To remove the thin layer of skin of fruit and vegetables.
<b>Pipe</b>	To press a soft food through a piping bag fitted with a shaped nozzle.
<b>Blend</b>	To mix two or more ingredients together, by hand, or with a hand blender or food processor.
<b>Juice</b>	To squeeze the juice from fruit or vegetables.
<b>Food poisoning</b>	An illness caused by eating contaminated food.
<b>Food spoilage</b>	When food deteriorates so that its quality is reduced or it can no longer be eaten.
<b>Cross contamination</b>	The process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.
<b>High risk foods</b>	Ready-to-eat moist foods, usually high in protein.
<b>Intensive farming</b>	A method of farming aimed at increasing the amount of food produced.
<b>Free Range</b>	A method of farming where animals have access to outdoor space.
<b>Food provenance</b>	Knowing where food is grown, reared and caught and how it is produced and transported.
<b>Free sugar</b>	Sugars added to food (e.g. sugar, syrup and honey).
<b>Obesity</b>	Being very overweight, carrying more body fat than is healthy.

## Weighing and Measuring

### Kitchen Scales

Used for weighing solid ingredients in **grams**

### Measuring Jug

Measuring liquids in **millilitres**

### Measuring Spoons

Measure an accurate teaspoon or tablespoon.

One teaspoon is 5ml;  
one tablespoon is 15ml.

## Knives

**Knife Types:** Cook's knife, Paring knife, Bread knife.

**Knife Safety:** Carry a knife by the handle with the point downwards.

Use the correct sized knife for the task.  
Do not leave knives in washing up bowls.  
Always cut away from your fingers.

### Bridge Hold



### Claw Grip



## A Cooker



**Hob**— The top part of the cooker, with hotplates or burners

**Grill**—A grill radiates heat downwards to cook food

**Oven**— Used to bake, roast and dry food

## The 4C's of Food Safety



Cleaning  
Cross Contamination  
Cooking  
Chilling



## Fairtrade

Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.



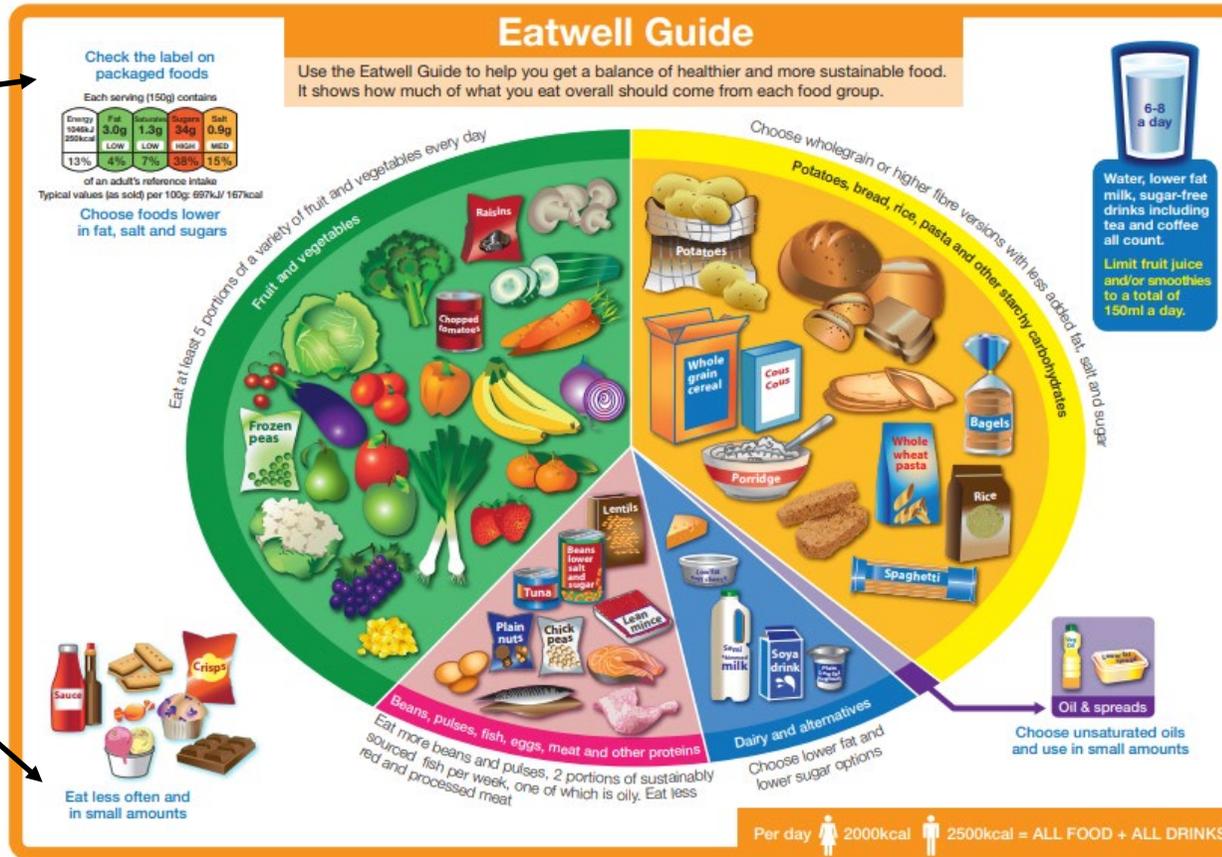
# Design and Technology – Food

## Eatwell Guide

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.

A traffic light colour coded food label which helps you choose healthy food

Foods high in fat and/or sugar have been removed from the main segments as these should be eaten less often and in small amounts.



## 8 Tips for Healthy Eating

1. Base your meals on starchy foods
2. Eat lots of fruits and vegetables
3. Eat more fish—including a portion of oily fish each week
4. Cut down on saturated fat
5. Eat less salt
6. Get active
7. Drink plenty of water
8. Don't skip breakfast

## Macro Nutrients

**Protein** is needed for growth, repair, maintenance and energy.

*examples*

**Carbohydrate** provides the body with energy.

*examples*

**Fat** keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins

*examples*

## Micro Nutrients Vitamins & Minerals

- Vitamin A** Keeps the eyes and skin healthy  
*Liver, milk, carrots, red peppers*
- Vitamin B** Releases energy from food  
*Bread, fish, broccoli, liver, milk, peas, rice*
- Vitamin C** Keeps connective tissue healthy. Helps the body to absorb iron  
*Oranges, blackcurrants, broccoli, red and green peppers*
- Vitamin D** Helps the body to absorb calcium for strong bones and teeth  
*Butter, eggs, milk and oily fish*

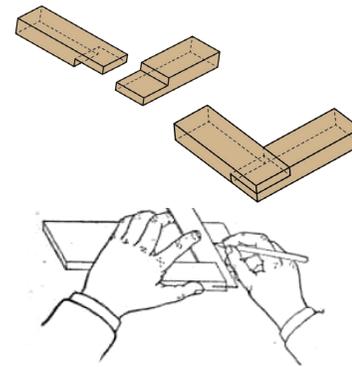
- Calcium** Builds strong bones and teeth  
*Yoghurt, cheese, milk, tofu*
- Iron** Keeps red blood cells healthy  
*Green vegetables, beans, fish, egg yolk, red, meat*
- Sodium (Salt)** Keeps the correct water balance  
*Cheese, bacon, salted nuts, ready meals*

# Design and Technology – Workshop

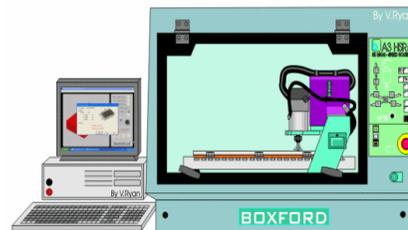
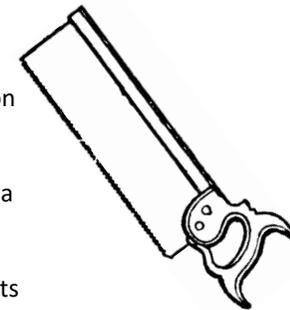
## Key Vocabulary

<b>Softwood (Pine)</b>	Wood from a pine tree used for lots of construction
<b>Working drawings</b>	Drawings with dimensions (measurements) to accurately work from
<b>Tenon saws</b>	Saws for straight cuts in wood
<b>Bench hooks</b>	Board used to cut wood on
<b>Try squares</b>	Used to mark / check for right angle
<b>Machine vices</b>	Clamp used to hold work on machines
<b>Pillar drills</b>	Fixed powered drill for accurate holes
<b>Belt sander</b>	Sander with a continuous abrasive surface
<b>PVA</b>	Glue used to stick wood to wood
<b>Dowel rod</b>	Round section wood
<b>Evaluation</b>	The process of looking back at work carried out
<b>Tension</b>	Being pulled
<b>Test</b>	Checking fitness for purpose
<b>Modify</b>	Changes made to improve a product
<b>CNC</b>	Term used to classify machines controlled buy a computer
<b>CAD</b>	Computer aided design
<b>CAM</b>	Computer aided making( manufacture)
<b>Router</b>	Machine used to cut out maze
<b>2D Design</b>	CAD program used in schools
<b>mm</b>	Millimetres. Unit of measurement
<b>Wet/dry paper</b>	Abrasive paper used to smooth acrylic
<b>Acrylic</b>	Hard plastic used for top of maze
<b>Buffing machine</b>	Machine used to polish acrylic and metals
<b>PVC</b>	Soft plastic used for base of maze
<b>Pilot drill</b>	Starter hole for a screw
<b>Clearance drill</b>	Hole to allow thicker part of a screw to drop through
<b>Logo</b>	Used by companies to help recognise brands
<b>Vacuum former</b>	Machine used to form soft plastic over a mould
<b>Mould</b>	Shape over which others materials are formed
<b>Laser cutter</b>	CNC machine used to cut acrylic, card and wood
<b>Tensol Cement</b>	Solvent cement used to join acrylic to acrylic
<b>Dissolve</b>	To melt or soften into a liquid
<b>Monochrome</b>	Use of 1 colour against a background
<b>Theromforming</b>	Plastic re-softenable with heat

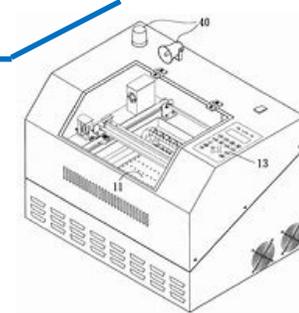
## Tools, Equipment and Processes



**Lap joints** are used to joint the corners on the ball hurler. You need to read the **working drawing** then accurately mark out the joint using a **try square** before cutting with a **tenon saw** and **bench hook**. The material you will use is **pine**, a type of **softwood**. Joints are used because the increase the surface area for the glue, locate the pieces in place and provide added strength as the pieces interlock.



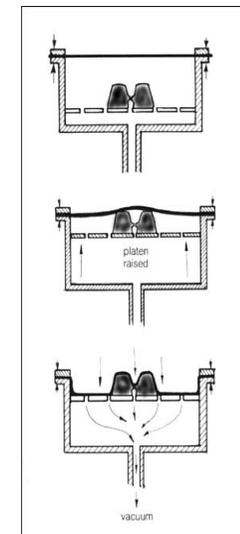
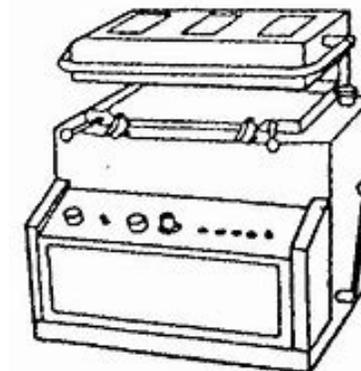
Computers are used to produce designs using **CAD** programs like **2D Design**. Parts can then be machined using **CAM** on **CNC** machines such as a **router (left)** or a **laser cutter (right)**.



**Vacuum Forming** is the process of shaping **thermoforming** plastics such as **ridged polystyrene** over a mould.

- Place mould on the machine bed
- Clamp sheet of plastic in place and heat
- Raise machine bed
- Switch on vacuum to evacuate the air
- Allow to cool and remove
- Items such as yoghurt pots, ice cream tubs, and Easter egg packaging are produced in this way.

## Vacuum Forming



# Drama - Myths and Legends

## SKILLS vs ABILITY

Skills are different to ability. Skills can be learned and practised, leading to improvement and progress. These are the drama skills you will learn in Drama 101.

**Drama 101** is a basic introduction to drama skills. You will be introduced to many of the skills that you will use throughout drama lessons in Year 7, 8 and 9, and perhaps beyond to GCSE or BTEC. The aim of the first term is to make you familiar with these skills and how to use them when working collaboratively with others, leading to performances of your work.

## FLASHBACK

This is a scene within a scene where the action jumps back in time and we get to see what happened earlier in the story. Flashback can be a useful way of building tension in a storyline and can let the audience know more about the characters.

## STILL IMAGE & BFG

This is also called a 'freeze frame' or a 'tableau'. Actors freeze in position to represent a moment from a drama in detail, giving the audience time to think about what they see. When creating a still image, it's important to think about your Body language, Facial expression, and Gesture (BFG). You should also think about space and levels and what they might mean.



## AUDIENCE AWARENESS

This means, being aware of where your audience is positioned and making sure your drama is presented towards them so they can appreciate it. Often we encourage actors to face the audience (although sometimes it can be effective to decide to have your back to the audience). It can also be useful to think of the 80/20 rule: imagine you're standing in the middle of a circle, straighten your arms and move them behind you until you can only just see your fingertips in your peripheral vision. 80% of the circle — in front of your body between your hands — is visible to the audience, whilst 20% of the circle is behind you and cannot be seen.

## THOUGHT-TRACKING

Within a still image, the actors speak the thoughts of the characters they are representing. This is a useful way of finding out more about a character's reactions to other characters of the events they are experiencing

## PHYSICAL THEATRE

This is any kind of drama in which movement is more prominent than words. Mime, pantomime, dance, puppetry and commedia dell'arte are all forms of physical theatre.

## SOUNDSCAPE

A soundscape is a sound picture of a moment in a drama, used to create atmosphere and/or tell a story.

## STATUS

Status means the power or importance of a character, e.g. a king vs a servant. We can show status through BFG as well as space and levels.

## IN-ROLE NARRATION

A character speaks to the audience to narrate parts of his/her own story. You will see Ernie do this in Ernie's Incredible Illuminations

## CHORAL SPEAKING

This is when actors use their voices together to create interesting effects such as unison, echo and canon.



## ERNIE'S INCREDIBLE ILLUCINATIONS

This is a play by Alan Ayckbourn, about a boy called Ernie whose fantastical daydreams seem to come to life around him. You will perform a short scene from play for your end-of-term assessment. You can see other students perform the scene here.

# English - Epic Poetry, and Greek and Norse Myths

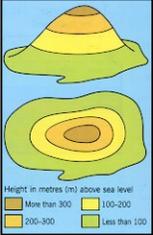
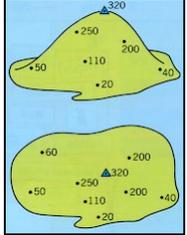
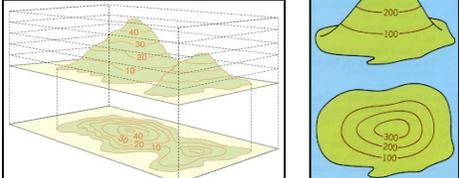
*Greek mythology is the body of myths originally told by the ancient Greeks. These stories concern the origin and nature of the world and the lives and activities of heroes and mythological creatures. These myths were adopted and written down by the Roman Empire but like Norse and British myths were initially part of the oral-poetic storytelling tradition.*

Greek Myths:	Norse Myths:	British Folklore:
The first written record of Greek mythology is The Iliad by Homer.	The Vikings believed that human beings inhabited Middle Earth, above Middle Earth (or Midgard) lived the gods in Asgard and below Midgard was the world of the dead.	The British Isles are rich with ancient legends of magic, monsters, warrior kings and noble outlaws.
The twelve great Olympian gods are named because they live on Mount Olympus and they are led by Zeus, king of the gods.	The three main Norse gods are Odin, Loki and Thor.	The early oral-poetic legends are Germanic in origin and were brought over with the Viking invaders. Beowulf is the most famous example of this.
Greek mythology also tells the story of the heroes of the great Greek quests: Hercules, Theseus, Jason, Odysseus and Perseus.	Valhalla is the name of Odin's massive mead hall, home to the great fallen Viking warriors.	The most famous British myths are the Arthurian legends of King Arthur and the knights of Camelot.
One of the most famous Greek epics is the story of Odysseus and Achilles and the Trojan war.	The Valkyries are beautiful young female warriors who bring the fallen Vikings to Valhalla.	Glastonbury Tor and Stonehenge are two sites associated with Pagan British myths.

Idioms Derived from Myths and Legends	Mythical Beasts
<ul style="list-style-type: none"> <li>• A <b>Herculean task</b> – this refers to a near impossible challenge because in order to redeem himself after accidentally killing his family, Hercules had to complete twelve 'impossible' labours (or tasks).</li> <li>• Describing a problem as <b>hydra headed</b>, means that it is a complicated problem where one problem leads to another, just like the Hydra who grew another head each time one was chopped off.</li> <li>• A <b>Trojan Horse</b> is a person or a group trying to overthrow something or someone from within, it refers to the wooden horse full of soldiers which was wheeled into the city of Troy to break the siege.</li> <li>• <b>Achilles heel</b> – this refers to a person's weak point, so named after the spot on Achilles that was vulnerable, this same point is also called the Achilles tendon.</li> <li>• <b>The Midas Touch</b> refers to King Midas for whom everything he touched turned to gold. A person with the Midas touch is a person who has the ability to succeed in every venture.</li> <li>• <b>Opening Pandora's Box</b> – refers to Pandora whose curiosity led to her letting all the evils of the world out of a jar. When people talk of opening Pandora's box, they mean a situation is unpredictable.</li> <li>• <b>The face that launched a thousand ships</b> – this refers to the beautiful Helen of Troy for whom a thousand ships were launched, in order to reclaim her for Troy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Sirens</b> – half women/half fish (think mermaids) whose beautiful singing tempts seamen into crashing on rocks.</li> <li>• <b>Grendel</b> – a swamp-dwelling, man-eating Anglo Saxon monster of enormous size</li> <li>• <b>Medusa</b> (or a <b>Gorgon</b>) a human shaped female with living snakes for hair. Looking into her eyes would turn the looker to stone.</li> <li>• <b>The Cyclops</b> – a man-eating giant with just one eye.</li> <li>• <b>The Griffin</b> – a creature of British folklore that has the body of a lion and the wings and head of an eagle.</li> <li>• <b>The Minotaur</b> – a terrifying beast with the body of a human and the head of a bull, he was kept trapped in a labyrinth and virgins sacrificed to him.</li> </ul>

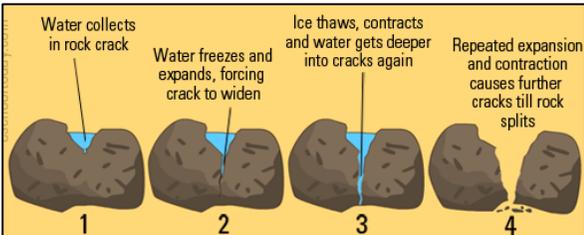
The Olympians												
<b>Zeus/ Jupiter</b> The Thunder God	<b>Posiedon/ Neptune</b> God of the sea	<b>Hades/ Pluto</b> Lord of the dead	<b>Hera/ Juno</b> Queen of the Gods	<b>Demeter/ Ceres</b> Goddess of the harvest	<b>Aphrodite/ Venus</b> Goddess of love	<b>Apollo</b> God of music, poetry and art	<b>Artemis/ Diana</b> Goddess of the hunt	<b>Athena/ Minerva</b> Goddess of wisdom and warfare	<b>Dionysus/ Bacchus</b> God of wine	<b>Hermes/ Mercury</b> Messenger of the Gods	<b>Hephaestus/ Vulcan</b> God of the forge	<b>Ares/ Mars</b> God of war

# Geography - Dartmoor

Representing relief on maps: Relief – the height and shape of the land		
Layer colouring	Spot heights	Contour lines
<p>Areas of different heights are shown using different colours.</p> 	<p>A dot that gives the exact height above sea level.</p> 	<p>Orange lines on maps that join points of equal heights on maps. If there are lots of contour lines on a map, it's likely to be hilly or mountainous. The steeper the slope is, the closer the contour lines will be.</p> 

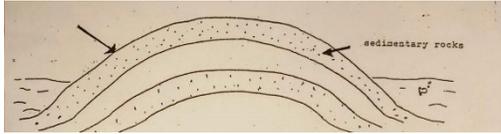
Geology: Rock types		
<b>Sedimentary</b>	Rocks found in layers, made from small particles of other rocks, remains of plants and animals, or chemicals built up in layers. E.g. Sandstone, Limestone	Limestone 
<b>Igneous</b>	Rocks formed from volcanic activity. Extrusive igneous rocks formed when magma flows on to the surface. E.g. Basalt. Intrusive igneous rocks formed when magma cools slowly before reaching the surface. E.g. Granite	Granite 
<b>Metamorphic</b>	Sedimentary and Igneous rocks that are changed by great heat and pressure. E.g. Marble is made when Limestone is heated to great temperatures. Slate is made when Mudstone is put under great pressure.	Marble 

**Weathering processes:**  
Weathering is the breakdown of rocks by mechanical, chemical or biological processes – it takes place on site, so there is no movement involved. Freeze-Thaw weathering is shown in the sequence of diagrams



**The story of Dartmoor:** Over 300 million years ago, an ocean covered the whole of South West England.

Magma from deep inside the earth began to push towards the surface. As it rose, it pushed the sedimentary rock on the seabed upwards to form new land.



Over millions of years the weather attacked and eroded the sedimentary rock. Eventually the top of the granites batholith reached the surfaces in the form of granite tors.



**National Parks in the United Kingdom**

National Parks have been set up in England, Wales and Scotland to protect different wild environments from too much damage by people, and keep them as they are. There are 15 National Parks in Britain, mostly situated away from large population centres.



They are areas of natural beauty, including mountains, moorland and coastlines. They are protected by law so some activities may be banned or restricted. Much of the land is privately owned and they may contain permanent settlements like villages.

**Activities on Dartmoor:** Dartmoor National Park is a moorland landscape to the north of Plymouth, in the county of Devon. It covers an area of 954 square kilometres and receives over 2million visitors per year. They are able to visit many sites of historic interest and participate in special events including the Ten Tors challenge and the Tour de Moor. Any visitor to Dartmoor is encouraged to abide by the Ranger Code. They take part in many activities such as walking, horse riding and cycling.

Close gates behind you 	Use a campsite or check the website 	Share the roads and bridleways 
Keep your dog on a lead 	Bag up litter and take it home 	Don't feed the ponies 

# History - The Battle for the Throne in 1066

<b>Definition of Era</b> This was a period of great upheaval in England. With the death of Edward the Confessor in 1066 there was no clear heir to the throne and so England would be cast into a series of conflicts that would eventually decide who would rule England, changing the country forever.		<b>KPI1: Britain before 1066</b> <b>Anglo-Saxons:</b> People who lived in Britain from the 5th century. They included people from Germanic tribes who migrated to the island from Europe. <b>Heir:</b> A person who is legally allowed to take the rank and property of someone who has died. <b>Witan:</b> Kings Council, made up of powerful Bishops and Earls, helped the king run the country <b>Edward the Confessor: 1042-1066</b> <ul style="list-style-type: none"> <li>Edward became king of England in 1042 after his half-brother died. Before this he had been living in Normandy.</li> <li>Edward married but had no children. It was not clear who Edward wanted to be king after him. <b>For a king to die without an heir was a disaster!</b></li> <li>He was made a saint and 'the confessor' means someone that is saint-like but not a martyr.</li> </ul>		<b>KPI2: The Battle of Stamford Bridge</b> The first army to invade England following the crowning of Harold Godwinson were the Vikings of Harald Hardrada. They believed that Harold and his army were far away in the south and so took a relaxed attitude. This was a fatal mistake as Harold and his Housecarls plus Fyrd descended on them and crushed them at Stamford Bridge in Yorkshire despite several displays of extreme heroism by the Vikings. Hardrada was killed. Those that survived fled promising never to return to England thus ending the age of the Viking.					
<b>Key dates</b> 5 <sup>th</sup> January 1066  25 <sup>th</sup> September 1066 14 <sup>th</sup> October 1066 25 <sup>th</sup> December 1066 1077		<b>Event</b> Edward the confessor dies  Battle of Stamford Bridge Battle of Hastings William Crowned King Bayeaux Tapestry completed							
<b>Keywords and concepts</b> Medieval  Anglo-Saxons  Normans  Bayeux Tapestry  Conquest  Fyrd  Housecarls  Cavalry  Harrying		<b>Definition</b> The period between 1066-1500. People that lived in England before the Norman Conquest. People from the Normandy region of France. An embroidery telling the story of the Norman Conquest. Taking an area by using force. Local farmers that fight for Harold Godwinson's army. Paid, experienced soldiers that fought for Harold's army. William's soldiers that fought on horse. To completely destroy.		<b>Harald Hardrada</b> Viking King of Norway. Vikings had ruled Britain before. Most feared warrior in Europe –Hardrada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.		<b>Harold Godwinson</b> Anglo-Saxon. Earl of Wessex, one of the most powerful men in England. Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak. The Witan wanted Harold to be the next king.		<b>William of Normandy</b> Duke of Normandy, France. William came from a fighting family. He was a brave soldier. Edward's cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England.	
		<b>KPI3: The armies at the Battle of Hastings</b> William's Army: His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.				Harold's Army: Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Housecarls. They were the king's elite bodyguard. They fought with large axes and round shields.			
		<b>KPI4: Why did William Win? Preparations</b> William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle. William's army was fresh and well rested. He had lots of supplies. Harold's was tired and reduced in size following the Battle of Stamford Bridge.		<b>Luck</b> The weather changed when Harold was up north allowing William to land in the south unopposed. Harold had to fight the Vikings first this gave William the advantage. The Saxons left the shield wall to chase the Normans down the hill. At a key moment in the battle Harold was killed.		<b>Leadership</b> William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away.			

*C'est parti!*

## A. GREETINGS

Bonjour	Hello
Salut	Hi
Ça va?	How are you?
Ça va bien.	I'm well.
Ça va mal.	I'm not good.
Comme ci comme ça.	I'm okay.
merci	thank you
au revoir	good bye
Comment t'appelles-tu?	What are you called?
Je m'appelle...	I am called...
Tu t'appelles...	You are called...
Il/elle s'appelle...	He/she is called...

## L'ALPHABET

A ah	H ash	O oh	V vay
B bay	I ee	P pay	W doobla-vay
C say	J jjee	Q coo	X ix
D day	K car	R air	Y ee-grek
E er	L ell	S ess	Z zed
F eff	M emm	T tay	
G jjay	N enn	U ooo	

Comment ça s'écrit?  
How do you spell that?

## B. LES MOIS

janvier	février	mars	avril
mai	juin	juillet	août
septembre	octobre	novembre	décembre

Quelle âge as-tu?  
How old are you?

J'ai \_\_\_\_\_ ans.  
I am \_\_\_\_\_ years old.

"Quelle est la date de ton anniversaire?"

Mon anniversaire c'est  
le (number) + (month)

E.g. Mon anniversaire c'est le sept juin.

## C. LA SEMAINE

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday



Scan me

## PHONICS

<b>oi</b> wa le poisson	<b>ui</b> wee Oui!	<b>eu</b> er le jeu-vidéo	<b>au</b> oh les ciseaux
<b>ou</b> oo la poule	<b>i</b> ih/ee le midi	<b>u</b> oo les lunettes	<b>é</b> ay le bébé
<b>ez</b> eh le nez	<b>er</b> eh danser	<b>qu</b> k la question	<b>gn</b> nyuh la montagne
<b>in</b> an le vin	<b>en</b> on le serpent	<b>on</b> on le pont	<b>tion</b> see-on la pollution

Dans mon sac il y a...  
In my bag there is...

## E. L'ÉCOLE

un cahier	an exercise book
un stylo	a pen
un crayon	a pencil
un livre	a textbook
une règle	a ruler
une gomme	a rubber
une calculatrice	a calculator
une chaise	a chair
une table	a table
le professeur/ la professeuse	the teacher
la porte	the door
la fenêtre	the window

## F. INSTRUCTIONS

Notez	Note
Écrivez	Write
Écoutez	Listen (to)
Parlez	Say
Prenez	Take
Regardez	Look (at)
Fermez	Close
Ouvrez	Open

## ESSENTIAL VERBS

### AVOIR—TO HAVE

J'ai	I have
Tu as	You have (singular)
Il/elle a	He/she has
Nous avons	We have
Vous avez	You have (plural)
Ils/elles ont	They have

### ÊTRE—TO BE

Je suis	I am
Tu es	You are (singular)
Il/elle est	He/she is
Nous sommes	We are
Vous êtes	You are (plural)
Ils/elles sont	They are

HIGH FREQUENCY WORDS  
c'est - It is  
et - and

mais - but  
aussi - also  
ou - or

quel/quelle - which  
qu'est-ce que - what  
comment - how

1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix 11 onze 12 douze 13 treize 14 quatorze

15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt 21 vingt et un 22 vingt-deux 23 vingt-trois 30 trente

# Maths – Foundation: Algebra

	Definition/Tips	Example
1. Expression	A mathematical statement written using <b>symbols, numbers</b> or <b>letters</b> ,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that <b>two expressions are equal</b>	$2y - 17 = 15$
3. Identity	An equation that is <b>true for all values</b> of the variables An identity uses the symbol: $\equiv$	$2x \equiv x+x$
4. Formula	Shows the <b>relationship</b> between <b>two or more variables</b>	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	<b>Collect 'like terms'</b> . Be careful with negatives. $x^2$ and $x$ are not like terms.	$2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
6. $x$ times $x$	The answer is $x^2$ not $2x$ .	Squaring is multiplying by itself, not by 2.
7. $p \times p \times p$	The answer is $p^3$ not $3p$	If $p=2$ , then $p^3=2 \times 2 \times 2=8$ , not $2 \times 3=6$
8. $p + p + p$	The answer is $3p$ not $p^3$	If $p=2$ , then $2+2+2=6$ , not $2^3 = 8$
9. Expand	To expand a bracket, <b>multiply</b> each term <b>in the bracket</b> by the expression <b>outside</b> the bracket.	$3(m + 7) = 3m + 21$
10. Substitution	<b>Replace letters with numbers.</b> Remember $5x$ means 5 times $x$  Be careful of $5x^2$ . You need to square first, then multiply by 5. (BIDMAS)	$a = 3, b = 2$ and $c = 5$ . Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$
11. Solve	To find the <b>answer</b> /value of something  Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$  Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
12. Inverse	<b>Opposite</b>	The inverse of addition is subtraction. The inverse of multiplication is division.

# Maths – Higher: Factors, Multiples, Primes

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using <b>symbols, numbers</b> or <b>letters</b>	$3x + 2$ or $5y^2$
2. Equation	A statement showing that <b>two expressions are equal</b>	$2y - 17 = 15$
3. Identity	An equation that is <b>true for all values</b> of the variables An identity uses the symbol: $\equiv$	$2x \equiv x+x$
4. Formula	Shows the <b>relationship</b> between <b>two or more variables</b>	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	<b>Collect 'like terms'.</b>  Be careful with negatives. $x^2$ and $x$ are not like terms.	$2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
6. $x$ times $x$	The answer is $x^2$ not $2x$ .	Squaring is multiplying by itself, not by 2.
7. $p \times p \times p$	The answer is $p^3$ not $3p$	If $p=2$ , then $p^3=2 \times 2 \times 2=8$ , not $2 \times 3=6$
8. $p + p + p$	The answer is $3p$ not $p^3$	If $p=2$ , then $2+2+2=6$ , not $2^3 = 8$
9. Expand	To expand a bracket, <b>multiply</b> each term <b>in the bracket</b> by the expression <b>outside</b> the bracket.	$3(m + 7) = 3m + 21$
10. Factorise	The <b>reverse</b> of <b>expanding</b> . Factorising is writing an expression as a product of terms by ' <b>taking out</b> ' a <b>common factor</b> .	$6x - 15 = 3(2x - 5)$ , where 3 is the common factor.
11. Solve	To find the <b>answer</b> /value of something  <b>Use inverse operations</b> on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$  Add 3 on both sides $2x = 10$  Divide by 2 on both sides $x = 5$
12. Substitution	<b>Replace letters with numbers.</b>  Be careful of $5x^2$ . You need to square first, then multiply by 5.	$a = 3, b = 2$ and $c = 5$ . Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

# Maths – Higher: Fractions

Topic/Skill	Definition/Tips	Example								
1. Finding 10%	To find <b>10%</b> , <b>divide by 10</b>	10% of £36 = $36 \div 10 = \text{£}3.60$								
2. Finding 1%	To find <b>1%</b> , <b>divide by 100</b>	1% of £8 = $8 \div 100 = \text{£}0.08$								
3. Increase or Decrease by a Percentage	Non-calculator: <b>Find the percentage</b> and <b>add</b> or <b>subtract</b> it from the <b>original</b> amount.  Calculator: Find the <b>percentage multiplier</b> and multiply.	<table border="0"> <tr> <td><u>Increase 500 by 20% (Non Calc):</u> 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600</td> <td><u>Decrease 800 by 17% (Calc):</u> 100%-17%=83% 83% ÷ 100 = 0.83 0.83 x 800 = 664</td> </tr> </table>	<u>Increase 500 by 20% (Non Calc):</u> 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600	<u>Decrease 800 by 17% (Calc):</u> 100%-17%=83% 83% ÷ 100 = 0.83 0.83 x 800 = 664						
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4. Fractions to Decimals	<b>Divide the numerator by the denominator</b> using the bus stop method.	$\frac{3}{8} = 3 \div 8 = 0.375$								
5. Decimals to Fractions	<b>Write as a fraction</b> over 10, 100 or 1000 and simplify.	$0.36 = \frac{36}{100} = \frac{9}{25}$								
6. Percentages to Decimals	<b>Divide by 100</b>	$8\% = 8 \div 100 = 0.08$								
7. Decimals to Percentages	<b>Multiply by 100</b>	$0.4 = 0.4 \times 100\% = 40\%$								
8. Fractions to Percentages	Percentage is just a fraction out of 100. <b>Make the denominator 100 using equivalent fractions.</b> When the denominator doesn't go in to 100, use a calculator and <b>multiply the fraction by 100.</b>	<table border="0"> <tr> <td><math>\frac{3}{25} = \frac{12}{100} = 12\%</math></td> <td><math>\frac{9}{17} \times 100 = 52.9\%</math></td> </tr> </table>	$\frac{3}{25} = \frac{12}{100} = 12\%$	$\frac{9}{17} \times 100 = 52.9\%$						
$\frac{3}{25} = \frac{12}{100} = 12\%$	$\frac{9}{17} \times 100 = 52.9\%$									
9. Percentages to Fractions	Percentage is just a fraction out of 100. <b>Write the percentage over 100</b> and simplify.	$14\% = \frac{14}{100} = \frac{7}{50}$								
10. Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a <b>common denominator.</b>  <b>Ascending</b> means <b>smallest to biggest.</b>  <b>Descending</b> means <b>biggest to smallest.</b>	<p>Put in to ascending order : <math>\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}</math>.</p> <p>Equivalent: <math>\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}</math></p> <p>Correct order: <math>\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}</math></p>								
11. Adding or Subtracting Fractions	Find the <b>LCM of the denominators</b> to find a common denominator. Use equivalent fractions to change each fraction to the <b>common denominator.</b> Then just <b>add or subtract the numerators</b> and keep the <b>denominator the same.</b>	<table border="0"> <tr> <td><math>\frac{2}{3} + \frac{4}{5}</math></td> <td><math>\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1 \frac{7}{15}</math></td> </tr> <tr> <td>LCM of 3 and 5 = 15</td> <td></td> </tr> <tr> <td><math>\frac{2}{3} = \frac{10}{15}</math></td> <td></td> </tr> <tr> <td><math>\frac{4}{5} = \frac{12}{15}</math></td> <td></td> </tr> </table>	$\frac{2}{3} + \frac{4}{5}$	$\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1 \frac{7}{15}$	LCM of 3 and 5 = 15		$\frac{2}{3} = \frac{10}{15}$		$\frac{4}{5} = \frac{12}{15}$	
$\frac{2}{3} + \frac{4}{5}$	$\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1 \frac{7}{15}$									
LCM of 3 and 5 = 15										
$\frac{2}{3} = \frac{10}{15}$										
$\frac{4}{5} = \frac{12}{15}$										

# Music – Instruments of the Orchestra

**Flute, Clarinet, Oboe, Bassoon, Saxophone, Tuba, Trumpet, French horn, Trombone, Strings, Woodwind, Brass, Percussion, Violin, Viola, Cello, Double Bass**

## Stringed Instruments



## Percussion



## Wind Instruments



## Bronze Keyboard Book

**C Hand Position,**

**Finding Notes**

**Using the correct fingers**

**Reading the notes without the letters underneath**

D $\flat$	E $\flat$	G $\flat$	A $\flat$	B $\flat$			
C $\sharp$	D $\sharp$	F $\sharp$	G $\sharp$	A $\sharp$			
C	D	E	F	G	A	B	C

## Getting to know myself

### KEY CONCEPTS:

Learning about learning  
Evidencing Achievements  
Skills for employment  
Personal Qualities  
Writing a Personal Statement

### KEY TERMS:

**Working Memory**- Also known as short term memory, this is what you can recall for a short period of time (up to 30 seconds).

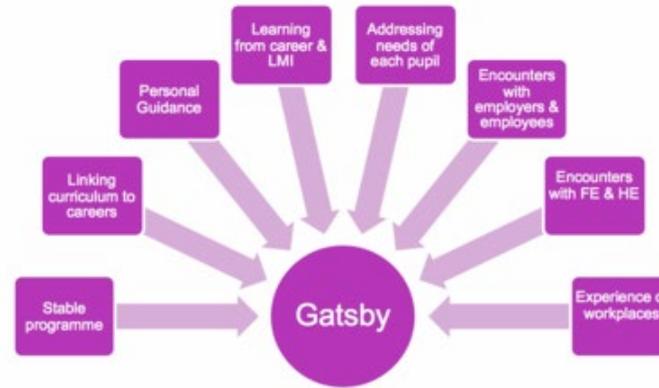
**Learning Environment**- What conditions work best for learning, such as lacking distractions, well-lit and warm.

**Achievement** – What you can show you have improved on.

**Skill** – Something you can learn to do, such as work in a team.

**Personal Quality** – How you come across or behave, such as friendly.

**Personal Statement** – A written description of your skills, achievements and personal qualities



### Notes:

## My Money

### KEY CONCEPTS:

Where do we get our income from?  
Where does our Government get its income from?  
How do we spend our income?  
How does our Government spend the Tax returns?  
Why should we save some of our money?  
How do we know where is the best place to save our money?

### KEY TERMS:

**Income** – the money that we receive

**Expenditure** – the money that we spend

**Budget** – the maximum money we have for expenditure

**Revenue**- the income received by our Government that can be spent on public services

**Tax** – money paid to the Government by individuals and businesses

**AER** – Annual Equivalent Rate. The % of interest earned on money in a Savings account

# Physical Education - Badminton

## Kit Needed

- White trainers, white socks, short sleeved PE top and black Egguckland shorts, skort or leggings

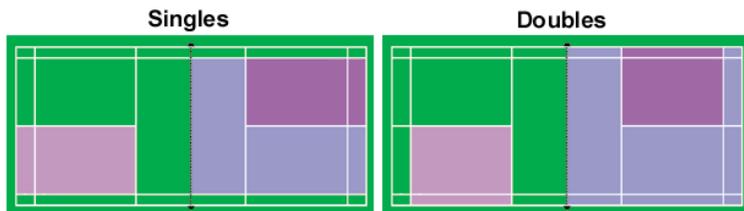
## Equipment

- Badminton rackets, shuttle cocks, nets, posts and bases

## 5 Key Rules

- Point is scored if opponent hits shuttle cock into net
- Point is scored if opponent hits shuttle cock out of playing area
- Serve must be underarm and served to the diagonal box
- Playing area for singles is long and thin. Playing area for doubles is short and fat
- Serve from the left on an odd score and right for an even score

## Playing area



Server stands in area

Shuttle must land in area

Area of play after service

## Serve

- Starts the games
- Underarm
- Opposite foot forward to racket hand
- Hold shuttle in front and above racket head
- Flick wrist in direction and over the net

## Smash

- To win points through attacking play
- Basic body position
- Non Racket hand high
- Bend racket hand
- Hit shuttle at highest point whilst extending arm
- Aim to hit hard downward to opponents back court

## Basic body position



## Overhead clear

- To create space, force opponent to back court
- Basic body position
- Non Racket hand high
- Bend racket hand
- Hit shuttle at highest point whilst extending arm
- Aim to hit shuttle to the back of court over opponents head

## Drop shot

- To create space at back of court and force opponent to front court
- Basic body position
- Weight on back foot
- Raise your non-racket hand and point at the shuttle
- Contact the shuttle as high as possible and out in front of your body. Straighten your elbow as you hit the shuttle. Tap the shuttle as you hit it
- Aim to hit it to the front court

# Physical Education - Dance

## Kit Needed

- Short or long sleeved PE top and black Egguckland shorts, Skort or leggings – Bare Feet
- No socks or shoes to be worn whilst taking part in Dance Activities.

## Equipment

- Telephone numbers work sheets, music speaker.

## Key Rules

- Follow all instructions

## Listen to teacher and others

## Key words

- Sequence
- Linking
- staging
- Pulse raiser / warm up
- Stretch
- Development
- Awareness of others
- Body control/ tension/ extension
- Skill development
- Contact
- Sequence ideas/ lists
- Counter balance/ top and base
- Confidence
- Agility, speed and quickness
- Unison
- Canon
- RADS

## Telephone Numbers

0 = Jump  
1 = Turn  
2 = Roll  
3 = Arm Swing

4 = Lunge  
5 = Slide  
6 = Kick (No Contact)  
7 = Hop

8 = Balance  
9 = Punch (No Contact)

*Make up a dance using your Phone number*

R – Relationships  
A – Actions  
D – Dynamics  
S - Space

## ***Relationships – Who we move with***

**Around, canon, drag, follow, hold, in front of, match, mirror, near, next to, opposite, pass, questioning, side by side, together, through, under upside down**

## **Dynamics – How we move**

**Bold, bouncy, careful, calm delicate, determined, easy energetic, fast, firm, flowing, gentle, happy, heavy, hesitant, immediate, jerky, lazy, loud, mild, noisy, overt, quick, quiet, tender, untidy, urgent, vibrant, weighty**

## **Actions – What we do**

**Bend, bounce, clap, contract, dangle, entre, exit, explore, gallop, fall, freeze, kick, knock, nod, open, over, reach return, shrink, slide, spin stamp, stand, suspend, surround, tangle, travel, under, walk, wave, whip, wrap and zoom**

## **Space – Where we move**

**Above, across, angled, around, backwards, behind, below, circle, cross, curve, diagonal, drop, encircle, extend, far, flow, high, jagged, large, left, level, line, narrow, over, shape, side, sideways, snake, straight, triangular, under, up, upside, vertical, wall, weave, wide, zigzag**

# Physical Education - Football

## Kit Needed

- Moulded studs, Long/ Short sleeved top, Black Egguckland shorts, Shin pads, Long black socks

## Equipment

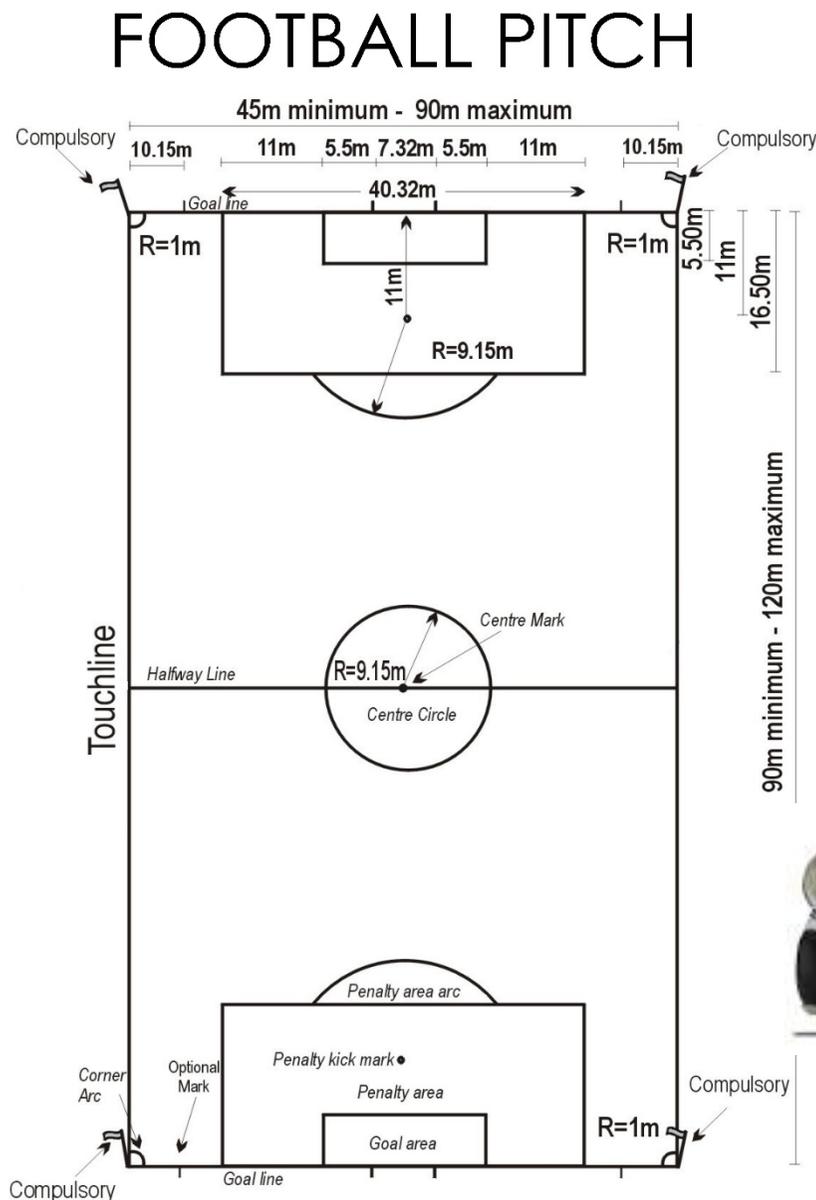
- Footballs, posts, bibs

## 5 Key Rules

- A player can control the ball with any part of their body except their arms
- A player must get the ball and not the player when making a tackle. If the tackling player makes contact with the attacking player then a free-kick is awarded
- If a player is the last person to touch the ball before the side of the pitch then a throw in is awarded to the opposition
- If the ball crosses the goal line (either side of the goal) and was last touched by a defensive player then a corner is awarded
- If the ball crosses the goal line (either side of the goal) and was last touched by an attacking player then a goal kick is awarded

## Key Terms

- Pass- how you transfer the ball from one team member to another
- Shot- when a player attempts to score a goal with their feet
- Header- when a player controls or strikes the ball with their head



# Physical Education - Gymnastics

## Kit Needed

- Short or long sleeved PE top and black Egguckland shorts, Skort or leggings – Bare Feet
- No socks or shoes to be worn whilst taking part in Gymnastic activities.

## Equipment

- Mats, Low level apparatus, Vaults, Spring boards, Trampettes and large apparatus – Year 9 with training.

## Key Rules

- Follow all instructions
- Handling of equipment – lifting and carrying always in pairs or fours.
- Setting up and dismantling large apparatus

## Key words

- Sequence
- Linking
- Apparatus
- Pulse raiser / warm up
- Stretch
- Development
- Awareness of others
- Body control/ tension/ extension
- Skill development
- Acrobatic gymnastics
- Sequence ideas/ lists
- Counter balance/ top and base
- Confidence
- Agility, speed and quickness

## Low level Apparatus

- Basic body positions and shapes
- Over, under, around and jump off
- Lead and follow
- Matching and mirror
- Non-contact and contact
- Counter balances
- Acrobatic balancing – Base and Top
- Support weight in balances



## Floor Work

- Basic body position
- Tension and extension
- Matching and mirroring
- Lead and Follow
- Point and Patch balances
- Jumps – Full and half term (add a shape)
- Sequence – start, jumps, balances, locomotion, over, under and around, rolls, travel and finish position



## Basic Body Shapes

Tuck, Pike, Star, Straddle, Straight, Dish and Arch



## Vaulting

- Run up, take off, flight and landing – 4 key elements
- Shape on vault – Squat on – shape off
- Development on a roll along box top
- Development of cartwheel ¼ turn off the box top
- Development of head/hand sprints along the vault and over the vault

## Key pointers / ideas

- Tension and extension
- Body control
- Observation and analysis
- Demonstrations / handling
- Lifting and handling
- Supporting others
- Use of Ipads and video analysis
- Feedback and visual aids

# Physical Education - Handball

## Kit Needed

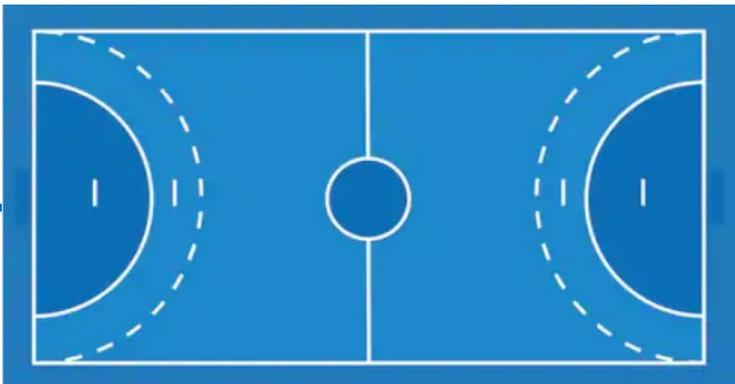
- White trainers, White socks, short or long sleeved PE top and black Egguckland shorts, skort or leggings

## Equipment

- Handballs, mini goals (or netball posts or football goals) and Bibs

## Handball basic rules

- A match consists of two periods of 30 minutes each.
- Each team consists of 7 players; a goalkeeper and 6 outfield players.
- Outfield players can touch the ball with any part of their body that is above the knee.
- Once a player receives possession, they can pass, hold possession or shoot.
- If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.
- Only the goalkeeper is allowed to come into contact with the floor of the goal area.
- Goalkeepers are allowed out of the goal area but must not retain possession if they are outside the goal area



- 2 handed high catch
- 2 handed low catch

## Defending

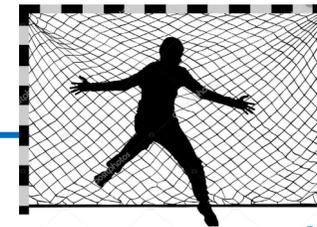
- Basic body position
- Use both arm over the ball and follow where attack holds it.
- When moving, remain close to attacker and ensure you can see player and the ball

## Basic body position



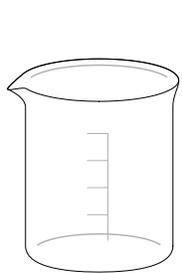
## Goal keeping

Goal keeper has to keep a Wide body position and Can use any part of their body to defend the ball from the attacking player

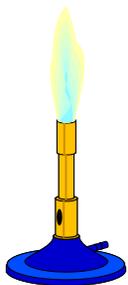


Upper passes (overhead/ one handed  
Vertical jump shot  
Blocking and defending

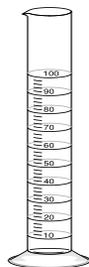
# Science – Skills module



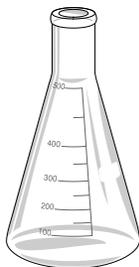
Beaker



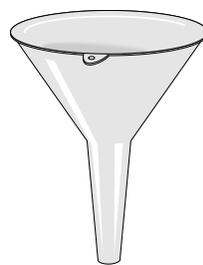
Bunsen burner



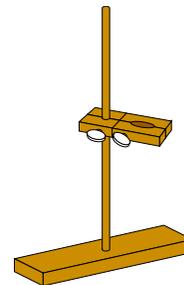
Measuring cylinder



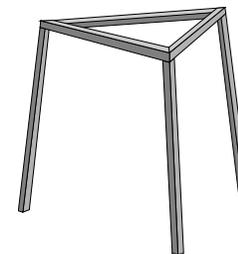
Conical flask



Filter funnel



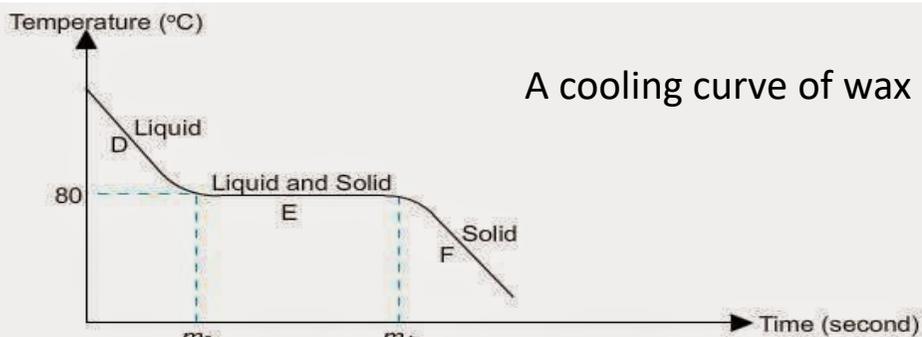
Clamp stand



Tripod



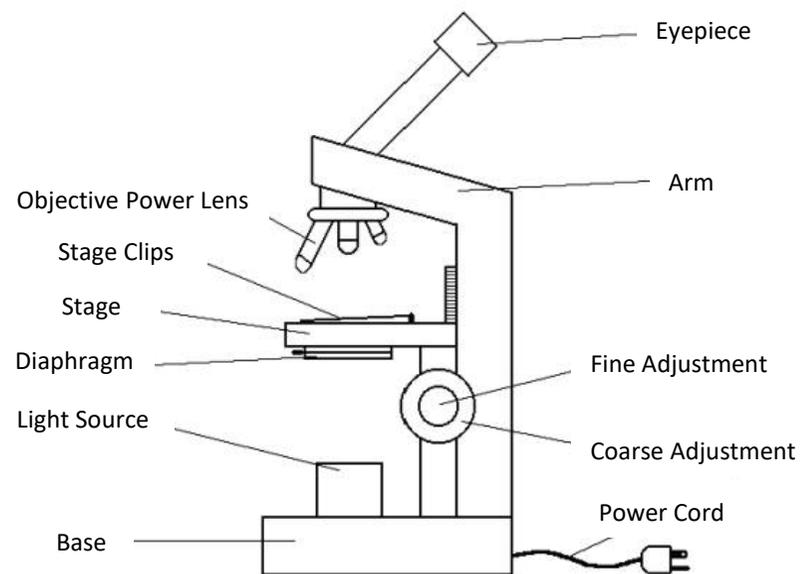
Thermometer



## Science numeracy

Name	Abbreviation	“Normal” number	Standard form
Tera	T	1,000,000,000,000	$1 \times 10^{12}$
Giga	G	1,000,000,000	$1 \times 10^9$
Mega	M	1,000,000	$1 \times 10^6$
Kilo	k	1,000	$1 \times 10^3$
NORMAL NUMBER	None	1	$1 \times 10^0$
Deci	d	0.1	$1 \times 10^{-1}$
Centi	c	0.01	$1 \times 10^{-2}$
Milli	m	0.001	$1 \times 10^{-3}$
Micro	$\mu$ (mu)	0.000001	$1 \times 10^{-6}$
Nano	n	0.000000001	$1 \times 10^{-9}$

## Microscope



# Science – 7D Cells and reproduction

## Cells and Life Processes

All living things can: **Move, Reproduce, Sense, Grow, Respire, Excrete** and need **Nutrients**

**Animal cells** usually have an **irregular shape**, and **plant cells** usually have a regular shape.

**Animal cells are made up of:**

- a cell **membrane** (selective barrier)
- a **nucleus** (containing DNA and controlling the cell)
- **cytoplasm** (jelly-like fluid where reactions take place)

**Plant cells also contain:**

- cell **wall** (to support the cell - cellulose)
- a **vacuole** (containing cell sap and helping to keep the cell firm)
- **chloroplasts** (where photosynthesis occurs)

**The menstrual cycle is approximately 28 days though this can change from person to person**

Day 1-5 – unfertilised egg is released along with the thickened uterine lining.

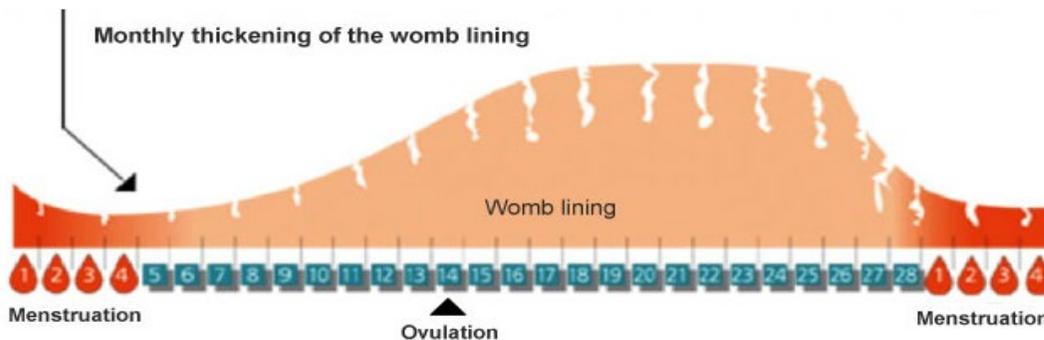
Day 0-12 – new egg is maturing in the ovary

Day 5-20 – lining of the uterus is building up again

Day 12-16 – Egg is released from the ovary (**ovulation**)

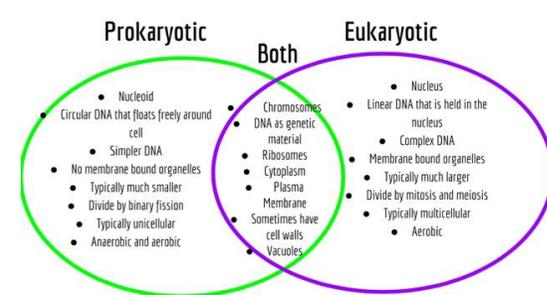
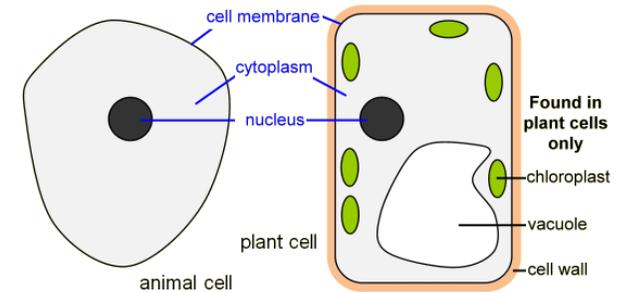
Day 16-23 – Unfertilised egg travels to the uterus.

Day 20-28 – lining of the uterus begins to break down in preparation for the cycle to begin again



## Microscopy and Magnification

- **Optical** (light) microscope – less magnification, less resolution, easier to carry, colour images
- **Electron** microscope – more magnification, more resolution. Large, B/W images, dead organisms



## Cell Specialisation

Humans are **multicellular**. That means we are made of lots of cells, not just one cell. Multicellular organisms need **specialised organ systems** to carry out a function. They work together, like a team, to support the different processes in an organism. E.g. **sperm** cell (adapted to contain the male DNA and swim to the egg cell); **ciliated** cell (waft mucus); **red blood** cell (haemoglobin for oxygen transport, large surface area); **nerve** cell (long, carries electrical impulses); **root hair** cell (large surface area, thin cell wall, no chloroplasts).

# Science – 7A Solids, liquids and gases

## The particle model of matter

- Everything is made of particles, which are too small to be seen
- A substance is made of one type of particle.
- Examples of substances include – gold, water, sugar, oxygen.
- A mixture is made of two or more different types of particle.
- Examples of mixtures include – air, milk, paint.
- A particle of water is the same as any other particle of water.
- Particles of sugar are different to particles of water. The differences between particles can include their mass, state at room temperature and colour.

## Energy and changes of state

- To change state from a solid to a liquid or a liquid to a gas you have to give the particles energy (heat them up this makes them move more).
- To change from a gas to a liquid or liquid to a solid you have to take energy away from the particles (cool them down).
- Liquids can become gas at temperatures lower than their boiling point, this is evaporation.

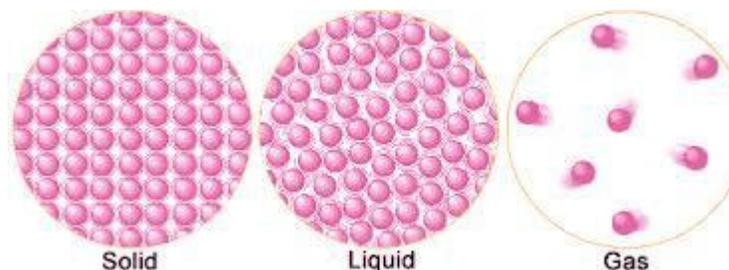
## Changing state

### Particles can change from one state to another

- A solid becoming a liquid is melting.
- A liquid becoming a gas is boiling.
- A gas becoming a liquid is condensing.
- A liquid becoming a solid is freezing.
- Different substances have different **Melting/boiling points.**
- Water has a melting point of 0 °C and **A boiling point of 100°C.**
- Boiling and condensing points are the same.
- Freezing and melting points are the same.

## States of matter

- There are three states of matter:
- Solid, liquid and gas.
- All substances can be found in all three states of matter:
- Ice is solid water, liquid water, steam is gaseous water.
- The particles do not change, but their properties do.
- Solids, liquids and gases have different properties because their arrangement is different:
- The arrangement explains their properties.



State	Compressed?	Flow?	Shape
Solid	No	No	Fixed
Liquid	No	Yes	Fills bottom of container
Gas	Yes	Yes	Fills whole container

## Heating and cooling curves

- The temperature of a substance can be measured as it changes from a liquid to a solid .
- This is called a cooling curve.
- A pure substance will have one temperature where it does not change temperature for some time. This is the freezing/melting point.
- Impure substances do not have one melting point.

# My Diary : Autumn 2019 - 2

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>1</b>	28/10/2019	29/10/2019	30/10/2019	31/10/2019	01/11/2019	02/11/2019	03/11/2019
<b>2</b>	04/11/2019	05/11/2019	06/11/2019	07/11/2019	08/11/2019	09/11/2019	10/11/2019
<b>3</b>	11/11/2019	12/11/2019	13/11/2019	14/11/2019	15/11/2019	16/11/2019	17/11/2019
<b>4</b>	18/11/2019	19/11/2019	20/11/2019	21/11/2019	22/11/2019	23/11/2019	24/11/2019
<b>5</b>	25/11/2019	26/11/2019	27/11/2019	28/11/2019	29/11/2019	30/11/2019	01/12/2019
<b>6</b>	02/12/2019	03/12/2019	04/12/2019	05/12/2019	06/12/2019	07/12/2019	08/12/2019
<b>7</b>	09/12/2019	10/12/2019	11/12/2019	12/12/2019	13/12/2019	14/12/2019	15/12/2019

# My Homework

<b>Week</b>						
<b>28/10</b>						
<b>04/11</b>						
<b>11/11</b>						
<b>18/11</b>						
<b>25/11</b>						
<b>02/12</b>						
<b>09/12</b>						
<b>16/12</b>						

# Home Contact