



My **Knowledge Organiser** *and Planner*

Autumn 2 - 2020

Year 7

Basic *Expectations* *Every Day*

Right Uniform
Right Equipment
On time
No Disruption
Best Effort

College *Day*

8.40am – 9.35am	Period 1
9.35am – 10.30am	Period 2
10.30am – 10.50am	Break time for years 7, 8 + 10
	Tutor time for years 9, 11 + Post16
10.50am – 11.15am	Break time for years 9, 11 + Post16
	Tutor time for years 7, 8 + 10
11.15am – 12.10pm	Period 3
12.10pm – 1.05pm	Period 4 for years 9, 11 + Post16
	Lunch for years 7, 8 + 10
1.05pm – 2.00pm	Period 4 for years 7, 8 + 10
	Lunch for years 9, 11 + Post16
2.00pm – 3.05pm	Period 5 + DEAR / homework time
3.05pm – 4.00pm	Period 6 for year 11 (some year 12)

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?

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.*
 - ✓ 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.

L iteracy mat

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*

Record

Use photos and your own observation to create a series of explorative collages using Matisse as an inspiration

Materials:

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

Explore Materials and processes: Observational drawing, use of scissors, collage



Don't forget to show your work from home – sketchbooks/ photos/ use of apps and tablets

Time line of lessons.

- ☐ Observation and progress
- ☐ Artist Research
- ☐ Mark Making
- ☐ Tone
- ☐ Pen
- ☐ Use of scissors
- ☐ Collage
- ☐ Outcomes
- ☐ Evaluations

Line - a single long mark made by an implement.
Shape - when shapes, colours or lines are repeated or gathered together.
Tone - Tone refers to the lightness and darkness of a subject to show it is a solid object.
Form - a solid 3D shape.
Colour - there are three primary colours; Red, Yellow and Blue. By mixing any two primary colours together we get a secondary colour e.g. Yellow + Blue = Green.
Texture - how the surface of something feels.
Pattern - when shapes, colours or lines are repeated or gathered together.
Observation – a drawing of what you see in front of you as realistically and as true to life as possible
Collage – when shapes are cut out and placed on another surface with glue

In bold/italic - Formal Elements

Develop ideas

Artist research -

Henri Matisse

Include:

Title in a relevant style.

Introduce the artist - how and what?

Describe the artwork
Analyse the formal elements

Add your opinion
Use this to influence your outcome.

FORMAL ELEMENTS;

COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE



SCAN ME

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

KEYWORDS

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

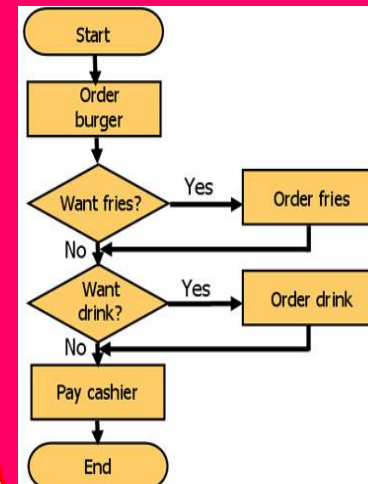
Displays an algorithm in diagram form using symbols and arrows to show the flow of information

Pseudocode

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

3

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

6

Design and Technology – Food Preparation and Nutrition

Keywords

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

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

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



cooks knife



paring/vegetable knife



bread knife

Fairtrade

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



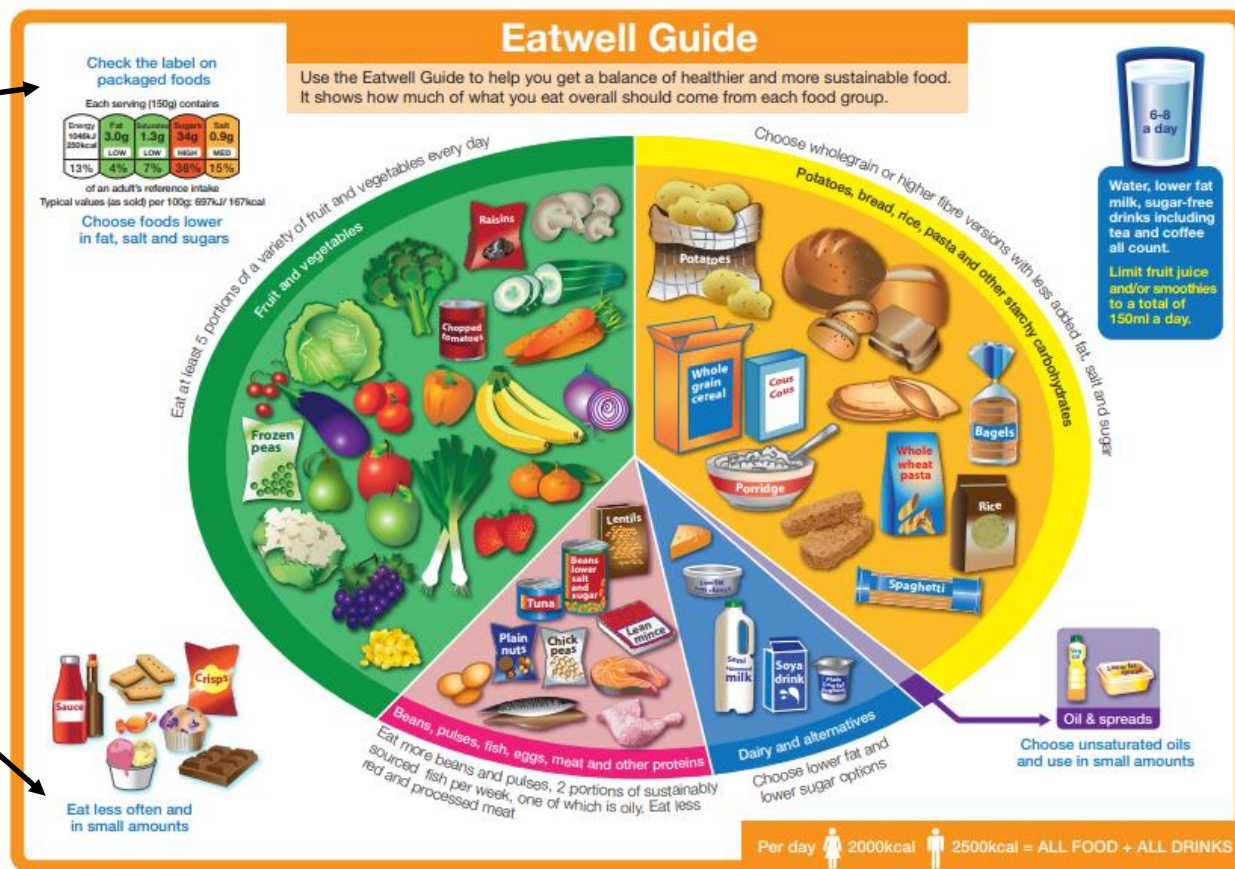
Design and Technology – Food Preparation and Nutrition

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.

Carbohydrate provides the body with energy.

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

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

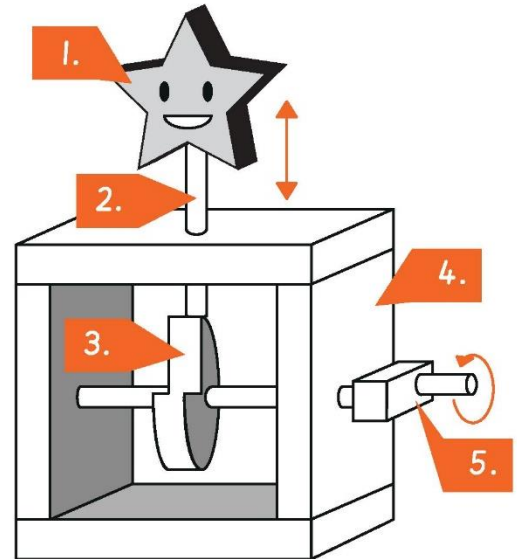
Design and Technology – Workshop

Automata	Automata toys are sometimes known as mechanical toys or kinetic art. They use hand powered mechanisms to create movement in a scene of characters.
Axel	In an altimeter the axle rotates turning the cam with it. It is attached to the handle .
Bench hook	A tool which hooks to the edge of the workbench. It's used to hold woodwork still while sawing
Clamp	A tool used for holding objects together, such as when you are waiting for the glue to dry on something you have glued together.
Cam	A cam is a rotating or sliding piece in a mechanism. It changes the rotary motion into linear motion.
Component	One of several parts of which something is made.
Crank	A part of an axle or shaft bent out at right angles, for converting reciprocal to circular motion and vice versa.
Dowel	Wood in the shape of a cylinder. Dowels come in different sizes and thicknesses.
Exploded Diagram	A diagram which shows all of the internal and external parts of a product.
Follower	The post which traces the shape of the cam rising and falling in a linear or reciprocating motion.
Linkage	A set of bars linked together to form a mechanism.
Try square	A right angled tool used for marking drawing lines at 90°
Tenon saw	A store with a flat blade, used for cutting wood in straight lines or angles .

Key facts

Automata toy **components**:

1. Character
2. Follower
3. Cam
4. Frame
5. Axle attached to handle



Cam shapes

Round	Snail	Ellipse
No movement	Drop and climb	Steady up and down

Changing the shape of the **cam** in your **Automata**, will create different movements.

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.

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.



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 the play for your end-of-term assessment. You can see other students perform the scene here.

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.



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.

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.

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

SOUNDSCAPE

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

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

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.

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.

CHORAL SPEAKING

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

English - Epic Poetry, and Greek and Norse Myths

The Olympians

Zeus/ Jupiter The Thunder God	Posiedon/ Neptune God of the sea	Hades/ Pluto Lord of the dead	Hera/ Juno Queen of the Gods	Demeter/ Ceres Goddess of the harvest	Aphrodite/ Venus Goddess of love	Apollo God of music, poetry and art	Artemis/ Diana Goddess of the hunt	Athena/ Minerva Goddess of wisdom and warfare	Dionysus/ Bacchus God of wine	Hermes/ Mercury Messenger of the Gods	Hephaestus / Vulcan God of the forge	Ares/ Mars God of war
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Idiom	Meaning	Vocabulary	Definition
Idiom	A phrase or expression that has a different meaning to the literal words.	Allusion (noun)	A statement that refers to something else. Reference.
A Herculean task	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).	Cautious (adj)	Being careful in order to avoid danger or problems. Wary.
Hydra headed	Describing a problem as hydra headed, 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.	Chasm (noun)	A huge crack in the earth's surface (abyss) or a huge difference (gulf)
A Trojan Horse	A Trojan Horse 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.	Disobedience (noun)	Failure to obey rules or authority. Insubordination.
Achilles heel	Achilles heel – 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.	Divine (adj)	Like God or a god. Godly.
The Midas Touch	The Midas Touch 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.	Forbidden (adj)	Not allowed. Banned.
Opening Pandora's Box	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	Hubris (noun)	Too much pride or self confidence.
The face that launched a thousand ships	This refers to the beautiful Helen of Troy for whom a thousand ships were launched, in order to reclaim her for Troy.	Insatiable (adj)	Having an extreme desire for something. Limitless.
		Logic (noun)	A proper way of thinking about something. Reason.
		Malice (noun)	The desire to harm someone. Spite.
		Metamorphosis (noun)	A complete change of form. Transformation.
		Noble (adj)	Having morals. Honourable.
		Reign (noun)	The period where somebody 'rules'. Can be used as a verb too.
		Subordination (noun)	When something is treated as less important. Inferior.
		Taunt (verb)	To tease someone in order to make them angry. Insult.
		Toil (verb)	To work extremely hard. Labour.
		Wily (adj)	Good at gaining an advantage, usually through trickery. Sly.
		Wrath (noun)	Extreme anger. Fury.

Geography

Sicily week 1 & 4

Primary industry – Jobs that involve collecting and using natural resources e.g. fishing.

Secondary industry – Where natural resources are manufactured (made) into goods e.g. phones

Tertiary industry – Jobs that provide a service e.g. banking



Sicily –Location – An island at the south western tip of Italy

Main industries – Agriculture 11%, Construction and industry 20%, Service 69%.

Sicily is located along a tectonic plate boundary
Meaning that it has volcanoes and gets earthquakes.



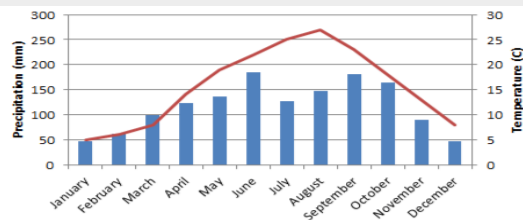
The biggest volcano is Mount Etna.

Climate – Spring has temperatures of 26°C and 12mm rain, July 30°C+ 5mm rain, December 16°C and 60mm rain.

A combination of Volcanoes, warm, sunny weather and stunning coastlines makes Sicily a popular tourist destination. This is helping to improve employment as Sicily has one of the highest unemployment rates in Italy. This is leading to young people migrating to other parts of Italy to look for work.

Climate graphs

Climate graphs are used to compare the rainfall(measured in mm) and temperature (measured in degrees Celsius (°C) of a place over a year. The rainfall is always shown as a bar graph as this shows the total amount of rainfall for the month. The temperature is always shown with a line graph showing the average temperature for the month. Both the bar graph and line graph are produced on the same graph. The 'X' axis (across) shows the months, the 'Y' axis (left side) shows temperature and the 'Z' axis (right side) shows rainfall.



Svalbard and Dubai week 2 & 5

Urbanisation –The process of when an increasing percentage of a country's population living in towns and cities.



Migration – When people move from one area to another.

Tundra – An ecosystem in cold, dry areas which means trees are short.

Svalbard – Location - Svalbard is an archipelago (a large group of islands) located between Norway and the North Pole. It is one of the world's northernmost inhabited areas. It has a permanent population of 2700, of which 2300 live in Longyearbyen, the main settlement.

Industries - Recently the main primary industry of coal mining has ceased. Fishing is the other primary industry. Tourism is increasing with 70,000 in 2017.

Climate – In July temperatures can reach 7°C, with temperatures falling to -20°C in December. There is an average of 400mm rain per year. The ground is permanently frozen in permafrost. Leading to Tundra. The islands are home to polar bears which sometimes enter Longyearbyen looking for food.

Dubai – Location – An Emirate and city in the United Arab Emirates (UAE).

Main industries – There is little agriculture due to the climate, there are a lot of jobs in construction. Oil and gas, banking, retail and tourism are also large industries.

Climate - 20°C in January, July averages around 30°C. Dubai gets an average of 8 to 10 hours of sunshine a day year round. There is little rain, with an average of 10mm per month.

Economic growth

Dubai has grown rapidly from being a small fishing port population 34,000 to a major international city population 2,878,000 due to oil being found off the coast. 90% are migrants.

The UAE has become one of the richest countries in the world with a Gross National Product per person (GNP PP) of \$69,901. GNP PP is a method to compare the wealth of countries. All of the money a country makes in a year is divided equally between the total number of people who live in the country, or the population.



Ethiopia week 3 & 6

Development - The progress of a country in terms of economic growth, the use of technology and human welfare

Squatter settlements -An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity

Rift valley –A linear valley between highlands creates on a divergent plate boundary.

Ethiopia – Location – Ethiopia is located the horn of Africa on the eastern side of the continent. It is a landlocked country meaning it has no coastline, making trade difficult.

Industries – 85% of the population work in primary industry, 25% earn a living growing coffee. Manufacturing and tourism are areas that are growing.

Climate – In July temperatures are an average of 21°C in the capital Addis Ababa. In January temperatures are 25°C. Ethiopia has a wet and dry season with 280mm of rainfall in July and 10mm in January.

Economic growth

Ethiopia is one of the poorest countries in the world with a GDP (PP) of \$2,311. This makes it a low income country or LIC. Many people live in poverty and end up living in squatter settlements around the capital city.

The Danakil Depression

This is situated where 3 tectonic plates meet. A tectonic plate is a large part of the earth's crust, where these pieces meet we find a plate boundary. This has created a rift valley with the bottom of the valley being below sea level.

It is also one of the hottest places on earth with temperatures regularly over 41°C. Many people visit Ethiopia as tourists and come to see the Danakil Depression.



History – Norman Conquest

Norman Conquest	Week 1 & 4	Week 2 & 5	Week 3 & 6
<p>Definition of Era</p> <p>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.</p>	<p>Harald Hardraada</p> <p>Viking King of Norway. Vikings had ruled England before. Most feared warrior in Europe –Hardraada means ‘hard ruler’ and his nickname was ‘the Ruthless’. Harald was supported by Tostig, Harold Godwinson’s brother who wanted revenge.</p> <p>Harold Godwinson</p> <p>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.</p> <p>William of Normandy</p> <p>Duke of Normandy, France. William came from a fighting family. He was a brave soldier. He was Edward’s cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England.</p>	<p>Why did William Win?</p> <p>Preparations</p> <p>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.</p> <p>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.</p>	<p>Domesday Book</p> <p>William ordered a survey of England which became known as the Domesday Book. It was full of information about how many people there were in each area, and how much property they owned. This was so William knew how many people he could call up to his army if he needed them, and how much he could tax people.</p>
<p>Key dates</p> <p>5th January 1066 : Edward the Confessor died</p> <p>25th September 1066 : Battle of Stamford Bridge</p> <p>14th October 1066 : Battle of Hastings</p> <p>25th December 1066 : William Crowned King</p> <p>1077 : Bayeaux Tapestry completed</p>	<p>The Armies at the Battle of Hastings</p> <p>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.</p>	<p>Luck</p> <p>The weather changed when Harold was up north allowing William to land in the south unopposed.</p> <p>Harold had to fight the Vikings first this gave William the advantage.</p> <p>The Saxons left the shield wall to chase the Normans down the hill.</p> <p>At a key moment in the battle Harold was killed.</p>	<p>Motte and Bailey Castles</p> <p>William built castles as part of his conquest of England. The first ones were made of wood, and were built on a motte. A motte is a mound of earth.</p> <p>Bailey – This was the area around a castle, which was enclosed by a wooden fence and a ditch to protect it.</p>
<p>Keywords</p> <p>Medieval : The period between 1066-1500...</p> <p>Normans : People from the Normandy region of France.</p> <p>Bayeux Tapestry :An embroidery telling the story of the Norman Conquest.</p> <p>Conquest : Taking an area by using force.</p> <p>Fyrd : Local farmers that fight for Harold Godwinson’s army.</p> <p>Housecarls : Paid, experienced soldiers that fought for Harold’s army.</p> <p>Cavalry : William’s soldiers that fought on horse.</p> <p>Harrying : To completely destroy.</p>	<p>Harold’s Army: Harold’s army was made up of professional soldiers and conscripts. Harold’s best professional soldiers were the Saxon Housecarls. They were the king’s elite bodyguard. They fought with large axes and round shields.</p>	<p>Leadership</p> <p>William was very brave and led his men very well.</p> <p>William showed his face during the battle to keep his soldiers from running away.</p>	<p>Rebellions (An act of resistance against an established government or leader. There were many rebellions against William in the early years of his rule of England).</p> <p>The most famous rebellion against William was led by Earls Edwin and Morcar, who wanted to put Edward the Confessor’s 18 year old nephew – Edgar Aetheling - on the throne. Their army was supported by the Scots and Vikings, but was brutally put down by William.</p> <p>As a punishment for supporting Edgar Aetheling’s rebellion, William ordered villages and crops in the north of England to be burnt, people and animals killed and the land poisoned so people could not farm there afterwards. It is estimated that 75% of the population of the north was wiped out.</p>
		<p>Feudal System</p> <p>A system developed by King William where each group of people owed loyalty to the group above, starting with villeins (Peasants who farmed the land. They were part of the property of the baron or knight who owned the land they lived and worked on), knights, barons and ending with the king.</p>	




Languages - French

Salut (hello) *Ça va ? (how's it going i.e. how are you?)*

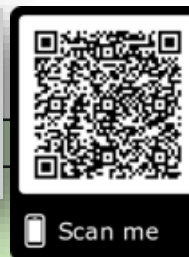
Comment tu t'appelles ? (how do you call yourself?)

Talking about age

Person	verb			conjunction	verb			Noun	
Je (I)	m'appelle (call myself)	Alexandre	Emilie	et (and)	j'ai (I have)	un	onze	an (year)	
Mon frère (My brother)	s'appelle (calls himself/herself)	Antoine	Philippe		aussi (also)	il a (he has)	deux		douze
Ma soeur (My sister)		Benjamin	Hakim	en plus (futhermore)			elle a (he has)	trois	treize
		Carla	Lionel					quatre	quatorze
		Julie	Marc					cinq	quinze
	Lucie	Paul			six	seize	ans (years)		
		Raphael			sept	dix-sept			
					huit	dix-huit			
					neuf	dix-neuf			
					dix	vingt			



Saving when my birtbday is



Saying when my birthday is

Je (I)	m'appelle (call myself)	Alexandre	Emilie	et mon anniversaire est le (and my birthday is)	Premier	vingt	Janvier - January Février - February Mars - March Avril - April May - May Juin - June Juillet - July Août - August Septembre - september Octobre - october Novembre - November Décembre - December
Mon frère (My brother)	s'appelle (calls himself/herself)	Antoine	Philippe		deux	vingt et un	
Ma sœur (My sister)		Alice	Hakim	et son Anniversaire est le (and his/her birthday is)	trois	vingt-deux	
Mon copain (My friend)		Benjamin	Lionel		quatre	vingt-trois	
		Carla	Marc		cinq	vingt-quatre	
		Julie	Paul		six	Vingt-cinq	
		Lucie	Raphael		sept	Vingt-six	
					huit	Vingt-sept	
					dix	Vingt-huit	
					onze	Vingt-neuf	
					douze	trente	
					treize	trente et un	
					quatorze		
					quinze		
					seize		
					dix-sept		
					dix-huit		
					dix-neuf		



Practise and have fun on Quizlet! Age: <https://quizlet.com/224000144/french-age-flash-cards/>

Greetings: <https://quizlet.com/1200331/quizlet-1-french-greetings-w-english-images-french-flash-cards/>

Languages - Spanish

Family members and descriptions

Adverb	Verb	Noun	relative pronoun	verb	verb	noun	adjective
En mi familia (in)	tengo (I have)	<u>(masculine)</u> mi padre (my dad) mi padrastro (my step-dad) mi hermano (my brother) mi hermanastro (my step/half brother) mi abuelo (my grandad) mi tío (my uncle) mi primo (my (male) cousin)	que	se llama (is called...)	y tiene and he/she has	el pelo (hair)	rubio (blonde) negro (black) marrón (brown) pelirrojo (red) castaño (chestnut brown) moreno (dark)
	no tengo (I don't have any)						
	hay (there is)						corto (short) largo (long) rizado (curly) ondulado (wavy) liso (straight) rapado (very short)
	no hay (there isn't any)	<u>(feminine)</u> mi madre (my mum) mi madrastra (my step-mum) mi hermana (my sister) mi hermanastra (my step/half sister) mi abuela (my grandma) mi tía (my auntie) mi prima (my cousin)					
	me llevo bien con... I get on well with...						
Normalmente Normally/ usually							
Raramente Rarely							
Siempre Always	me peleo con I fight with	<u>(plural)</u> mis padres (my parents) mis abuelos (my grandparents) mis primos (my cousins) mis hermanos (my brothers) mis hermanas (my sisters)		<u>(plural)</u> se llaman (are called...)	y tienen and they have	los ojos eyes	azules (blue) verdes (green) marrones (brown) grises (grey) castaños (chestnut brown)
A veces At times							
No tengo hermanos (I don't have siblings) Soy hijo único (I am an only child (male))					Soy hija única (I am an only child (female))		

<https://quizlet.com/514566505/year-7physical-descriptions-flash-cards/>

Maths – Higher & Foundation: Fractions, Decimals & Percentages

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

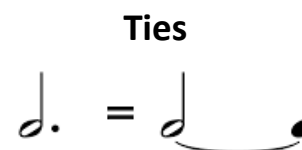
Music – Theory



= Blackcurrent =



= one Quaver, 2 Semiquavers = 1 beat



Ties



= Orange juice =



= 2 semiquavers, 1 quaver = 1 beat



= Dotted crotchet followed by a quaver = 2 beats

Tea, wait-and



= Tango tea =



= Dotted quaver, Semiquaver followed by a crotchet = 2 beats



= Cheeseburger =



= Triplet = 1 beat


Semibreve


Minims


Crotchets

Quavers

Semiquavers

 = Flat

 = Sharp

 = Natural



Spaces



Lines

Key Words

Crotchet
Quaver
Semiquaver
Minim
Semibreve
Dotted Minim
Triplet
Crotchet Rest
Semibreve
Dotted
Quaver
Triplet
Accidental
Sharps
Flats
Natural
Line notes –
E, G, B, D, F
Space notes –
F, A, C, E
**Music
Revision
Website**
www.musictechteacher.com

P4L – Work Related Learning

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.

Being organised – having a system and sticking to it.

Mindset – how you think about yourself and your abilities.

Fixed Mindset – you have beliefs about yourself that you think cannot be changed; even though they can.

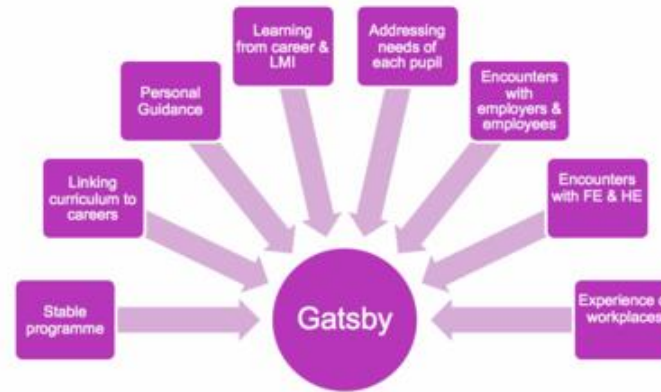
Growth Mindset – you believe that anything is possible for you and so you try to find out how to improve a skill or ability

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

VAT – Value Added Tax. The tax that is added to goods when sold to a customer.

COUNCIL TAX – the tax paid to a local council based on the value of the home you are living in.

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

Physical Education - Football

Kit Needed

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

Equipment

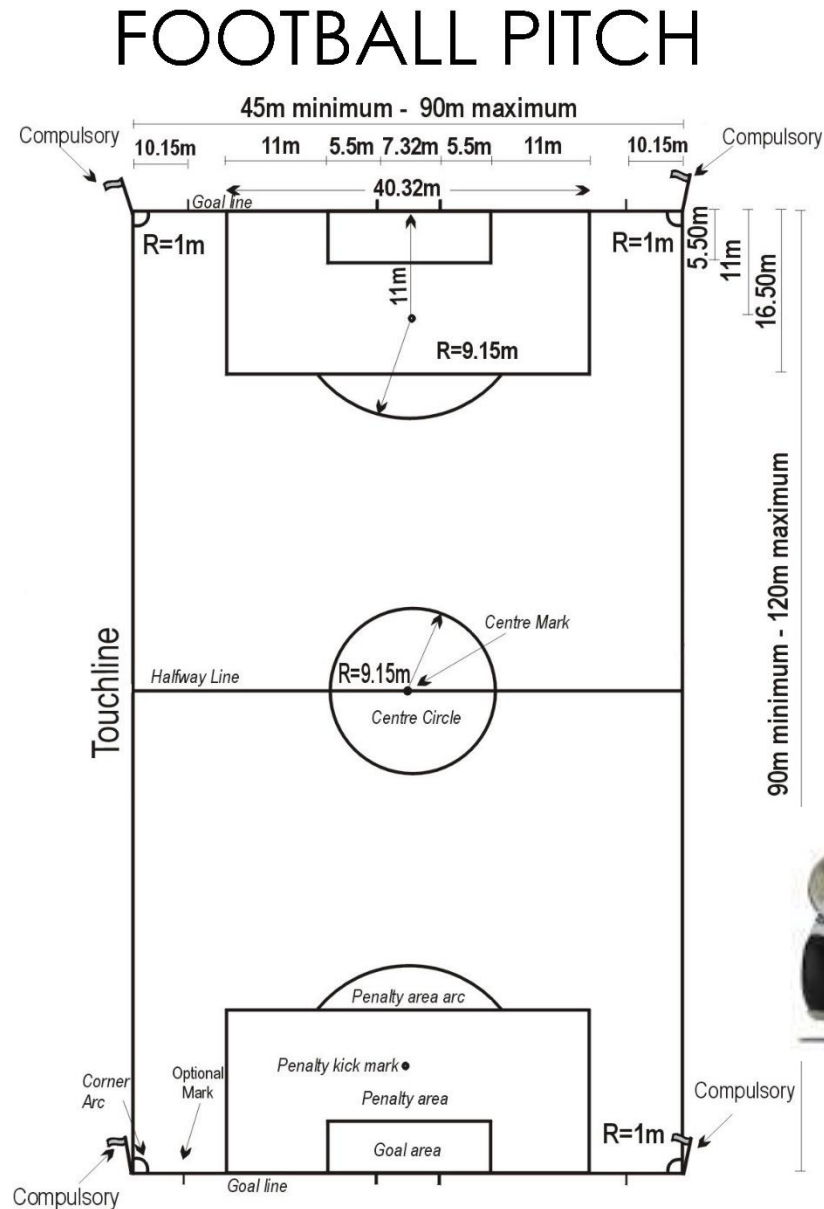
- Footballs, posts, bibs

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 - 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.
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- 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

Skill/Tactic	Technique Points
Short Pass	Non kicking foot next to the ball/ use the side of the kicking foot to contact the ball following a short back swing/ keep head over the ball to improve accuracy and ensure ball stays on the ground/ follow foot through to generate more power.
Long Pass	Non kicking foot next to the ball/ use the front (laces) of the kicking foot to contact the ball following a bigger back swing (flexion of the knee)/ keep head over the ball to improve accuracy of the pass/ lean back slightly to help generate height if required on the pass/ follow foot/leg through to generate more power.
Heading	Keep eyes focused on the ball when preparing to header/ use the forehead to contact the ball/ move feet to ensure body is slightly behind the ball before heading/ use neck to generate more power on the header/ defensive headers are normally headed high with increased distance whereas attacking headers on goal are normally headed down to make it more difficult for the goal keeper to save/ perform a jump before the header to increase power and give yourself more chance of beating the opponent to the header.
Shooting	Non kicking foot next to the ball/ keep body balanced/ head slightly over the top of the ball/ use side foot for placement or top of the foot for increased power/ flex leg back further when preparing to strike to the football for increased power/ aim for the area of the goal that the goalkeeper is least likely to save the ball.
Attacking	Attack defender with pace/ keep ball in close control away from the defender/ move the ball to make it more difficult for the defender to tackle you/ use tricks to outwit the opponent.
Defending	Man to man marking – sideways on/ close to player/ try to slow attacking player down/ on toes/ show attacker to their weaker foot/ time tackle effectively to increase chances of winning the ball back.
Crossing	Non kicking foot placed next to the ball/ contact ball with the instep of the foot/ lean body slightly back to add height on to the cross to avoid the first defender/ follow leg through to increase the power on the cross/ the body needs to remain balanced to increase accuracy and success of the cross.

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 - Netball

Kit Needed

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

Equipment

- Netballs, posts and bases and position bibs

5 Key Rules

- Do not move with the ball
- 3 seconds holding the ball
- No contact
- No closer than 1 metre from the person with the ball
- Only allowed in your positions areas

Positions

- Goal Keeper- Marks the goal shooter to stop the shooting
- Goal Defence- Marks the goal attack to stop them shooting
- Wing Defence- Marks the Wing attack to stop them feeding the ball into the shooting 'D'
- Centre- Marks the other centre. Controls the game from mid court
- Wing Attack- Aim's to feed the ball into the shooting 'D' to provide shooting opportunities
- Goal Attack- To score goals and be a link between mid court and the shooting 'D'
- Goal Shooter- To score goals within the 'D'

Netball

Passing

- Basic body position
- High arms
- Extend elbows to straight to release

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



Footwork

- Catch the ball and land one foot before the other
- The first foot can not be moved
- The second foot can be moved to pivot
- If landing with both feet at same time, you can choose which one to use to pivot

Shooting

- Basic body position or feet shoulder width apart
- High arms
- Ball above head in both hands
- Extend elbows to straight to release towards the net aiming for the back of the ring

Physical Education - Rugby

Kit Needed

Boots, black long socks, long sleeved Eggbuckland Rugby top and black Eggbuckland shorts

Equipment

Rugby ball and a pitch

5 Key Rules

- You must pass backwards.
- You must release the ball on the ground.
- You must consider other pupil's safety.
- To score a try you place the ball on the ground over the try line.
- You must tackle from the armpit down.

Key Terms

- **Tackle**- a way of stopping an attacking player who has the ball, by tackling them to the ground. The attacking player must release the ball on the ground.
- **Ruck**- the competition for the ball that has been released between at least one player from each side.
- **Offside line**- an imaginary line that goes right across the pitch which is in line with the back of the ruck.
- **Knock on**- when the ball falls forwards out of a player's hands.
- **Forward pass**- when the ball is passed forward (the ball is allowed to go sideways and backwards).
- **Side step**- a way of evading a tackle from your opponent.



TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP

Rugby Football Union. The RFU Rose and the words 'England Rugby' are official registered trade marks of the Rugby Football Union.

Tackle



Ruck



Offside line



Side step



Knock on



Try



Physical Education - Keywords

Football		Gymnastics		Netball	
Key Word	Definition	Key Word	Definition	Key Word	Definition
Attacker	A player whose job is to play the ball forward towards the opponent's goal area to create a scoring opportunity.	Apparatus	The technical equipment or machinery needed for a particular activity or purpose.	Court	The playing area.
Corner Kick	A free kick taken from the corner of the field by an attacker. The corner kick is awarded when the ball has passed over the goal line after last touching a defensive player. The shot is taken from the corner nearest to where the ball went out.	Extension	A part that is added to something to enlarge or prolong it. In gymnastics the lengthening of a limb to increase tension and aesthetic look.	Umpire	Two umpires control the game.
Cross	A pass played across the face of a goal.	Sequence	A particular order in which related things follow each other. One action or balance flows and links smoothly to the next.	Obstruction	A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. Measured from the landing foot of the player in possession of the ball.
Defender	A player whose job is to stop the opposition attacking players from goal scoring.	Demonstration	An act of showing that something exists or is true by giving proof or evidence.	Contact	Any action that results in players touching or bumping into each other.
Dribble	Keeping control of the ball while running.	Tension	The state of being stretched tight. A strong, controlled body position.	Centre pass	The first pass used to started the game and restart after every goal that is scored.
Free Kick	A kick awarded to an opposition player when an player has committed a foul. Free kicks can be either direct or indirect.	Confidence	The feeling or belief that one can have faith in or rely on someone or something. Trust in someone or in your own ability to be successful.	Offside	When a player makes contact with a part of the court which is not included in the players own playing area.
Goal Kick	A goal kick is awarded to the defending team when the ball is played over the goal line by the attacking team. It can taken by any player though it is normally taken by the goalkeeper.	Counterbalance	A weight that balances another weight. Two people balanced against one another.	The 'D' or shooting circle	The marked circle which the shooters must land in before attempting to make a goal.
Goalkeeper	The specialized player who is the last line of defence, who is allowed to control the ball with his hands when in the goal area.	Observation	The action or process of closely observing or monitoring something or someone to make judgements and suggest improvements.	Centre circle	The small circle in the center of the netball court.
Midfielder	The playing position for players that are responsible for linking play between attackers and defenders.	Locomotion	Movement or the ability to move from one place to another with control and fluidity.	Feed the ball	Any pass made to the shooters within the shooting circle.
		Agility	Ability to move quickly, easily and change direction.	Footwork	This is the rule which limits the movement of the player's feet after catching the ball.
		Apparatus	The technical equipment or machinery needed for a particular activity or purpose.	Landing foot	The first foot to be grounded after catching the ball. You can pivot on this foot.

Physical Education - Keywords

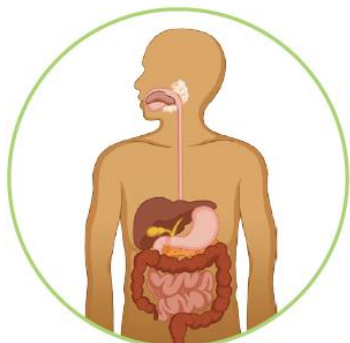
Rugby	
Key Word	Definition
Tackle	A way of stopping an attacking player who has the ball by tackling them to the ground. The attacking player must release the ball on the ground. The tackler must release the ball carrier.
Ruck	When 1 or more players from each side make contact and push the opponent backwards to compete for the ball on the floor after a tackle.
Offside line	An imaginary line that goes right across the pitch which is in line with the back of the ruck. This stops the opposition/defence from gaining an unfair advantage.
Knock on	When the balls falls forwards out of a players hands.
Forward pass	When the ball is passed forward (the ball is allowed to go side ways and backwards).
Side step	A way of evading a tackle from your opponent.
Tackle	A way of stopping an attacking player who has the ball by tackling them to the ground. The attacking player must release the ball on the ground. The tackler must release the ball carrier.
Ruck	When 1 or more players from each side make contact and push the opponent backwards to compete for the ball on the floor after a tackle.
Offside line	An imaginary line that goes right across the pitch which is in line with the back of the ruck. This stops the opposition/defence from gaining an unfair advantage.
Knock on	When the balls falls forwards out of a players hands.

Fitness and Multi-Skills	
Key Word	Definition
Speed	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres.
Strength	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres.
Power	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'.
Endurance	The ability to maintain high levels of exercise for a sustained period of time.
Cardio-vascular	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles.
Skill	The ability to preform movements and techniques with control and precision.
Agility	The ability to change direction of the whole body or body parts with speed.
Balance	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.
Co-ordination	The ability to control one or more body parts at the same time.
Reaction Time	The speed with which a person can react to a stimulus or situation.

Science – Balanced and Healthy Diet 7F

- The route taken by food is:

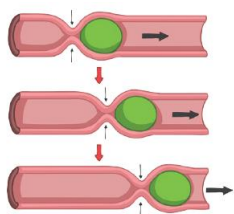
- Mouth
- Oesophagus
- Stomach
- Small intestines
- Large intestines
- Rectum
- Anus



Keywords

- The seven different food groups are: **carbohydrates, fats, proteins, vitamins, minerals, fibre and water.**
 - Carbohydrates** are for energy and are found in pasta, rice and bread.
 - Proteins** are for growth and repair. Fish and meat are rich in protein.
 - Fats** are an energy source and help with insulation. Dairy products are rich in fats.
- Unhealthy eating** can lead to: obesity, malnutrition, heart disease, strokes or diabetes.
- The **energy requirement** of an individual will depend upon their age, body size and activity rates. The more active a person, the higher their energy intake.
- Digestion** involves breaking down food until it is small enough to be absorbed into the bloodstream.
- Enzymes** are biological catalysts, they speed up the breaking down of food.

organ	Made up of tissues, performs a specific function within an organism.
mouth	Food is physically broken down into smaller pieces and mixed with enzymes.
oesophagus	Links the mouth to the stomach, controls the movement of food by peristalsis.
stomach	Churns food, mixes it with more enzymes and contains hydrochloric acid.
small intestines	Food is absorbed from the small intestines into the blood.
large intestines	Water is reabsorbed.
rectum	Stores waste food as faeces.



- Peristalsis**- this is the contracting and relaxing of the oesophagus muscles to move food in a controlled way towards the stomach.

- Plants **photosynthesise** to produce their own food.

- The word equation for **photosynthesis**:



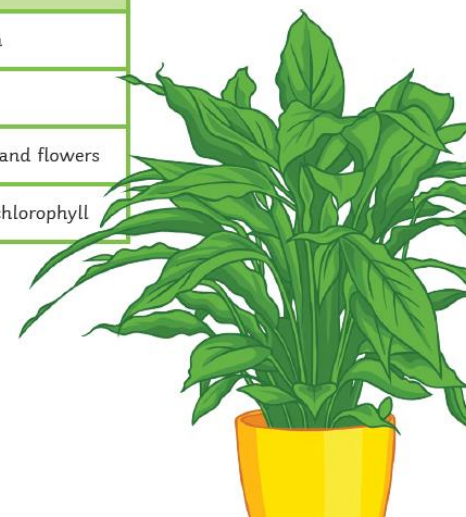
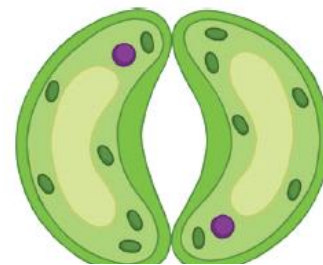
- Xylem** vessels transport water around the plant.
- Phloem** vessels transport food substances around the plant.
- To test a leaf for starch:**

- Boil a beaker of water and leave the leaf in the boiling water for about 2 minutes.
- Remove the leaf from the water and place in a boiling tube containing ethanol.
- Place the boiling tube in a beaker of hot water and leave until the ethanol has turned green meaning that the chlorophyll has been removed.
- Wash the leaf, place on a white tile and add a drop of iodine.
- If starch is present, the iodine turns black.

- Stomata** are tiny holes on the underside of a leaf which allow carbon dioxide to diffuse in and oxygen and water to diffuse out.

Plant Minerals

Mineral	Why it is needed
Nitrates	Healthy growth
Phosphates	Healthy roots
Potassium	Healthy leaves and flowers
Magnesium	Production of chlorophyll



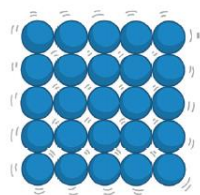
Science – Density and Brownian Motion 7B

- The three factors that affect the properties of a substance are:

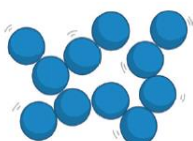
- the arrangement of the particles;
- what the particles are like;
- how the particles move.

- The 3 states of matter are solid, liquid and gas.

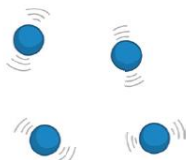
- The arrangement of particles in a solid, liquid and gas are shown below.



Solid



Liquid



Gas

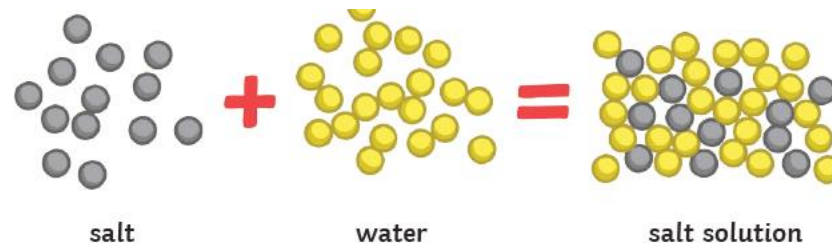
- Properties of Solids, Liquids and Gases:

	volume	shape	ease of flow	ease of compression
solid	definite	definite	doesn't flow	not easily
liquid	definite	takes shape of container	flows easily	not easily
gas	no definite volume	takes shape of container	flows easily	easy

- When a substance reaches its melting point, it changes from a solid to a liquid.
- When a substance reaches its boiling point, it changes from a liquid to a gas.
- By knowing the melting and boiling points of a substance, it is possible to predict its state at room temperature 20 °C.
- Evaporation occurs when the particles escape from the liquid's surface.
- Condensation involves the change of state from a gas to a liquid.

Keywords

- Sublimation is the change of state from a solid to a gas.
- Diffusion is the movement of particles from an area of high concentration to an area of low concentration.
- Examples of diffusion are; deodorant being sprayed and the smell spreading around the room, or oxygen diffuses from the lungs to the blood.
- The three factors that affect the rate of diffusion are:
 - concentration;
 - particle size;
 - temperature.
- Gas pressure is caused by particles hitting a surface.
- Factors affecting gas pressure are:
 - temperature (the higher the temperature the higher the pressure);
 - volume (the smaller the volume, the greater the pressure).



Keywords

- Mixtures contain several different substances, but they are not chemically combined.
- Pure substances can be identified by their boiling points.
- Solute – the solid that dissolves in a liquid.
- Solvent – the liquid the solute dissolves in.
- Solution – a mixture of the solute and solvent
- When salt is dissolved in water the particles mix with one another and do not disappear.

My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	02/11/2020	03/11/2020	04/11/2020	05/11/2020	06/11/2020	07/11/2020	08/11/2020
2	09/11/2020	10/11/2020	11/11/2020	12/11/2020	13/11/2020	14/11/2020	15/11/2020
3	16/11/2020	17/11/2020	18/11/2020	19/11/2020	20/11/2020	21/11/2020	22/11/2020
4	23/11/2020	24/11/2020	25/11/2020	26/11/2020	27/11/2020	28/11/2020	29/11/2020
5	30/11/2020	01/12/2020	02/12/2020	03/12/2020	04/12/2020	05/12/2020	06/12/2020
6	07/12/2020	08/12/2020	09/12/2020	10/12/2020	11/12/2020	12/12/2020	13/12/2020
7	14/12/2020	15/12/2020	16/12/2020	17/12/2020	18/12/2020	19/12/2020	20/12/2020

My Homework

Week						
02/11						
09/11						
16/11						
23/11						
30/11						
07/12						
14/12						

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
02/11 MONDAY			
03/11 TUESDAY			
04/11 WEDNESDAY			
05/11 THURSDAY			
06/11 FRIDAY			
09/11 MONDAY			
10/11 TUESDAY			
11/11 WEDNESDAY			
12/11 THURSDAY			
13/11 FRIDAY			
16/11 MONDAY			
17/11 TUESDAY			
18/11 WEDNESDAY			
19/11 THURSDAY			
20/11 FRIDAY			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
23/11 MONDAY			
24/11 TUESDAY			
25/11 WEDNESDAY			
26/11 THURSDAY			
27/11 FRIDAY			
30/11 MONDAY			
01/12 TUESDAY			
02/12 WEDNESDAY			
03/12 THURSDAY			
04/12 FRIDAY			
07/12 MONDAY			
08/12 TUESDAY			
09/12 WEDNESDAY			
10/12 THURSDAY			
11/12 FRIDAY			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
14/12 MONDAY			
15/12 TUESDAY			
16/12 WEDNESDAY			
17/12 THURSDAY			
18/12 FRIDAY			

Home Contact

