

‘Success is the sum of small efforts repeated day in and out.’



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 1 2022-2023

Science

French

**KNOWLEDGE ORGANISER**

History

English

Geography

Hegarty

Maths

Modern Britain

# QUESTIONS STEMS



Use these to help you set your own questions.  
Try to use some from each section.

## Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

## More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

# Contents Page

Subject	Page	Subject	Page
Science	2	Art	12-13
French	3-4	Computing	14-15
Geography	5-6	PE	16-17
History	7-9		
Modern Britain	10-11		

## Book Pride

1	2
<ul style="list-style-type: none"> <li>● <b>No</b> dates and titles are underlined</li> <li>● Work is <b>very untidy</b></li> <li>● Extended writing tasks are <b>incomplete</b></li> <li>● <b>SPaG</b> errors being repeated</li> </ul> <p>Show more <b>PRIDE</b> in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none"> <li>● <b>Some</b> dates and titles are underlined</li> <li>● Work is <b>untidy</b></li> <li>● Extended writing tasks are <b>short</b></li> <li>● <b>SPaG</b> errors being repeated</li> </ul>
3	4
<ul style="list-style-type: none"> <li>● <b>Most</b> dates and titles are underlined</li> <li>● Work is <b>usually</b> neat and well presented</li> <li>● Extended writing tasks are <b>good</b></li> <li>● <b>SPaG</b> is usually correct</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> dates and titles are underlined</li> <li>● Work is <b>exceptionally</b> neat and well presented</li> <li>● Extended writing tasks are <b>outstanding</b></li> <li>● <b>SPaG</b> is consistently correct</li> </ul> <p>You are <b>RESILIENT</b>. You always show <b>PRIDE</b> in your work.</p>

Biology		Chemistry		Physics	
Keyword	Definition	Keyword	Definition	Keyword	Definition
Cell	the smallest unit of life that makes up all living organisms and the tissues of the body.	Motion	Motion is when an object changes position over time. Walking, running, and driving in a car are examples of motion.	Force	A push or pull that acts on an object due to the interaction with another object.
Magnification	A measure of the size of an image compared to the size of the object.	Cooling curve	A cooling curve of a substance is a graph of the decrease in temperature with time as it is allowed to cool.	Unbalanced	When two forces are acting on an object and one of the forces is greater than the other.
Subcellular structure	Cell structure that is specialised to carry out a particular function or job.	Heating curve	A heating curve of a substance is a graph of the increase in temperature with time as it is heated.	Contact	A force applied when objects are physically touching.
Specialised	Special cells which are adapted to their function (what job they do).	Solid	State of matter where particles have a fixed shape, only vibrate about their positions and cannot flow.	Resultant	A resultant force is the overall force that acts on the object.
Lens	A shaped piece of transparent glass or plastic that refracts light.	Liquid	State of matter that can flow and take the shape of their container, because their particles can move around each other.	Gradient	The measure of the steepness of a line on a graph.
Eukaryotic	A cell that has a nucleus, such as plant and animal cells	Gas	State of matter that can be compressed, because their particles are far apart and have space to move into.	Non-contact	A force is applied to objects that are physically separated.
Prokaryotic	A cell that does not have a nucleus, such as bacterial cells	Melting	The change of state from solid to liquid.	Upthrust	An upwards force present on an object when it is floating in a fluid.
Nucleus	Part of a cell which contains genetic material, including DNA, which controls the cell's activities.	Freezing	The change of state from liquid to solid.	Weight	The weight of an object is the gravitational force between the object and the Earth.
Chloroplast	Sub-cellular structures that contain the green pigment, chlorophyll, which absorbs light energy for photosynthesis.	Boiling	The change of state from liquid to gas.	Thrust	A force that increases the velocity of an object/
Mitochondria	Tiny parts of cells found in the cytoplasm where energy is released from glucose from food.	Condensation	The change of state from a gas to a liquid.	Drag	Forces that oppose the motion of an object moving through a fluid.
<b>Most Important Fact</b>					
Plants and animal cells have different structures that allow them to perform their job.	Solids melt into liquid which boil/evaporate into gas. Gas condenses into liquid which freezes into solids.				
	An object not experiencing a force will remain stationary or at the same speed.				

# Y7 FRENCH K.O - TERM 1.1


## MA FAMILLE ET MOI (MY FAMILY AND ME)

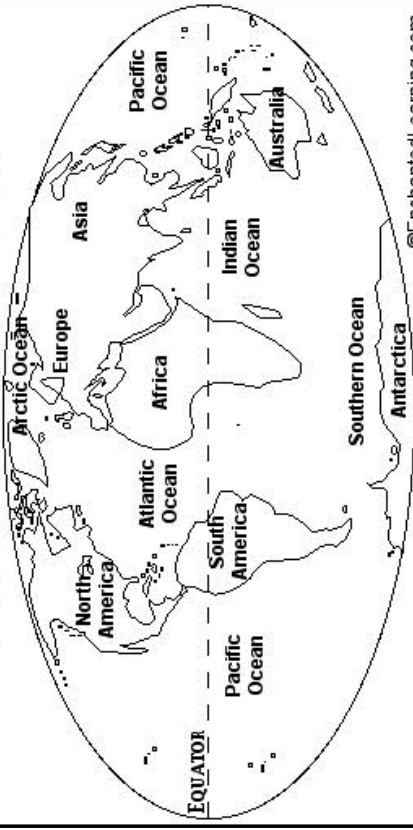

- **Introducing yourself** Est-ce que tu peux te présenter?
- **Name** Comment tu t'appelles?
- **Age** Quel âge as-tu?
- **Birthday** C'est quand ton anniversaire?
- **Nationality** Tu viens d'où?

1.					
<b>Bonjour/Salut, je voudrais me présenter</b> <i>Hello/Hi, I would like to present myself</i>	<b>je m'appelle...</b> <i>I call myself... (my name is)</i>	<b>et</b> <i>and</i>	<b>j'ai</b> <i>I have (I am)</i>  <b>mon anniversaire c'est le...</b> <i>my birthday is the</i>	<b>premier (1<sup>st</sup>)</b> <b>un (1)</b> <b>deux (2)</b> <b>trois (3)</b> <b>quatre (4)</b> <b>cinq (5)</b> <b>six (6)</b> <b>sept (7)</b> <b>huit (8)</b> <b>neuf (9)</b> <b>dix (10)</b> <b>onze (11)</b> <b>douze (12)</b> <b>treize (13)</b> <b>quatorze (14)</b> <b>quinze (15)</b> <b>seize (16)</b> <b>dix-sept (17)</b> <b>dix-huit (18)</b> <b>dix-neuf (19)</b> <b>vingt (20)</b> <b>vingt et un (21)</b> <b>vingt-deux (22)</b> <b>vingt-trois (23)</b> <b>vingt-quatre (24)</b> <b>vingt-cinq (25)</b> <b>vingt-six (26)</b> <b>vingt-sept (27)</b> <b>vingt-huit (28)</b> <b>vingt-neuf (29)</b> <b>trente (30)</b> <b>trente et un (31)</b>	<b>an (year)</b> <b>ans (years)</b>  <b>janvier</b> <i>January</i>  <b>février</b> <i>February</i>  <b>mars</b> <i>March</i>  <b>avril</b> <i>April</i>  <b>mai</b> <i>May</i>  <b>juin</b> <i>June</i>  <b>juillet</b> <i>July</i>  <b>août</b> <i>August</i>  <b>septembre</b> <i>September</i>  <b>octobre</b> <i>October</i>  <b>novembre</b> <i>November</i>  <b>décembre</b> <i>December</i>
<b>J'habite</b> <i>I live</i>  <b>Je viens</b> <i>I come</i>	<b>à ...</b> <i>in ...</i>  <b>de ...</b> <i>from ...</i>	<b>Plymouth</b> <b>Londres</b> <b>Paris</b>			
<b>Je suis</b> <i>I am</i>	<b>anglais(e)</b> <i>English</i>  <b>gallois(e)</b> <i>Welsh</i>  <b>français(e)</b> <i>French</i>  <b>espagnol(e)</b> <i>Spanish</i>  <b>italien(ne)</b> <i>Italian</i>  <b>polonais(e)</b> <i>Polish</i>	<b>écossais(e)</b> <i>Scottish</i>  <b>irlandais(e)</b> <i>Irish</i>  <b>russe</b> <i>Russian</i>  <b>allemand(e)</b> <i>German</i>  <b>chinois(e)</b> <i>Chinese</i>  <b>ukrainien(ne)</b> <i>Ukrainian</i>			

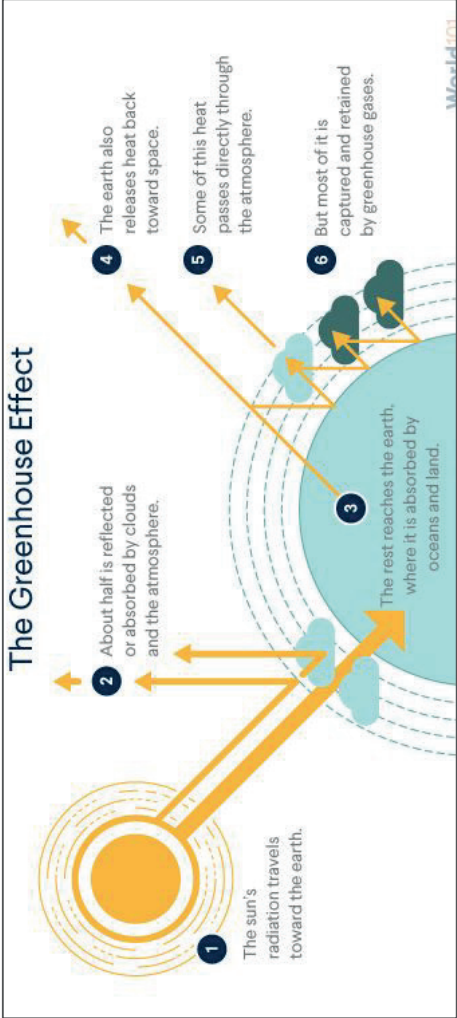
Salut! Je voudrais me présenter,	<i>Hi! I would like to introduce myself,</i>
je m'appelle Yannick.	<i>my name is Yannick</i>
J'ai onze ans	<i>I am 11 years old a</i>
et mon anniversaire c'est le vingt-et-un juin.	<i>and my birthday is on 21st June.</i>
Je suis français	<i>I am French</i>
et j'habite à Nantes,	<i>and I live in Nantes,</i>
mais je viens de Marseille.	<i>but I come from Marseille.</i>

## FRENCH PHONICS:

et /er lé /ez / [ey]	oi [wah]	ui [uee]	ou [oo]	eu / œ [uh]	y / i [ee]
o/au/eau [oh]	h [silent]	on [õn] > nasal	en/an / em / am [ãn] > nasal	un [ũn] > nasal	ill / ille [y]
ain/in/im [ɛ̃n] > nasal	gn [ɲ] > nasal	ç [ss]	ch [sh]	qu [kuh]	ail / aille [eye]
eil / eille [ay]	ouill [ooy]	th [t]	s [z]	ai /es/ est [eh]	French Phonics 

Session	Keywords	Knowledge	Geographical concepts
<p><b>1</b> Continents and Oceans</p>	<p><b>Continent:</b> A large landmass</p> <p><b>Ocean:</b> A large body of water</p>	<p>There are seven continents:</p> <ul style="list-style-type: none"> <li>● North America</li> <li>● South America</li> <li>● Asia</li> <li>● Oceania</li> <li>● Antarctica</li> <li>● Europe</li> <li>● Africa</li> </ul> <p>There are five oceans;</p> <ul style="list-style-type: none"> <li>● Atlantic</li> <li>● Arctic</li> <li>● Indian</li> <li>● Pacific</li> <li>● Southern</li> </ul>	 <p style="text-align: right;">@EnchantedLearning.com</p>
<p><b>2</b> Svalbard</p>	<p><b>Archipelago</b> : A group of islands</p>	<p><b>The location of Svalbard</b> Svalbard is a group of islands (archipelago) located in the continent of Europe. The islands are found north of the Arctic Circle and belong to Norway. The largest island is called Spitsbergen and the capital city is Longyearbyen.</p> <p><b>Interesting facts about Svalbard</b></p> <ul style="list-style-type: none"> <li>→ The average summer temperature is 5 degrees C, the average winter temperature is -15 degrees C.</li> <li>→ There is good access to Wifi</li> <li>→ 3000 polar bears live on Svalbard</li> <li>→ You are not allowed pets except working dogs</li> <li>→ The population of Svalbard is 2400</li> <li>→ You are not allowed to leave the town without a guide or a gun.</li> </ul>	<p><b>What do people do in Svalbard?</b> The two main reasons people visit Svalbard are for scientific research and adventure tourism. Many scientists study the effects of climate change on the planet.</p> <p>Tourists visit Svalbard to go snowmobiling on the frozen Fjords in the winter. They also take sleigh rides with Huskies pulling them and try and see the wildlife. You can also get an excellent view of the famous Northern lights in Svalbard at the correct time of year, Svalbard is also host to the World Seed Bank; a giant freezer that contains seed samples of over 4.5 million varieties of crop.</p>
<p><b>3</b> The Northern Lights</p>	<p><b>Aurora Borealis:</b> the Northern Lights</p>	<p><b>Formation of the Northern Lights</b></p> <ul style="list-style-type: none"> <li>● The sun emits solar particles into space during a solar flare.</li> <li>● The solar particles make their way to earth. They are deflected by the earth's magnetic field and enter the atmosphere at the poles</li> <li>● The solar particles collide with atoms in Earth's atmosphere, lighting up the atoms.</li> <li>● Different colour auroras are caused by different atoms involved in the collisions.</li> </ul>	



Session	Keywords	Knowledge	Geographical concepts
4 <b>Tuvalu</b>	<b>Atoll:</b> A ring shaped coral reef or island	<p><b>The location of Tuvalu</b> Tuvalu is located in the continent of Oceania just south of the Equator. It is east of Australia, north of Fiji in the Pacific Ocean. The capital of Tuvalu is Funafuti.</p> <p>The population of Tuvalu is 11,500 (it is the 4th smallest country in the world).</p> <p><b>Tuvalu is an Atoll</b> An atoll surrounds a body of water called a lagoon. Channels connect the lagoon to the open ocean or sea,</p>	<p><b>The Greenhouse effect is impacting both Tuvalu and the Maldives</b></p> <ul style="list-style-type: none"> <li>• A greenhouse stays warm inside, even during the winter. In the daytime, sunlight shines into the greenhouse and warms the plants and air inside. At nighttime, it's colder outside, but the greenhouse stays warm inside because the glass walls of the greenhouse trap the Sun's heat.</li> <li>• The greenhouse effect works much the same way on Earth. Gases in the atmosphere, such as carbon dioxide, trap heat just like the glass roof of a greenhouse. These heat-trapping gases are called greenhouse gases.</li> <li>• During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight. At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere. That's what keeps our Earth a warm and cozy, 14 degrees Celsius, on average.</li> <li>• Human activities are changing Earth's natural greenhouse effect. Burning fossil fuels like coal and oil puts more carbon dioxide into our atmosphere.</li> <li>• NASA has observed increases in the amount of carbon dioxide and some other greenhouse gases in our atmosphere. Too much of these greenhouse gases can cause Earth's atmosphere to trap more and more heat. This causes Earth to warm up.</li> </ul>
5 <b>Tuvalu Threats</b>	<p><b>Cyclones:</b> A type of storm formed in the South Pacific Ocean</p> <p><b>Resources:</b> Something that can be used to help you</p>	<p>Tuvalu is under threat from cyclones, limited resources and sea level rise.</p> <p>Sea level rise is caused by global warming - the gradual increase in the earth's overall temperature due to human activity.</p>	
6	<p><b>Migration:</b> People moving from one country to another</p> <p><b>Uninhabitable:</b> A place is no longer able to support life.</p>	<p>Sea level rise is forcing people to leave their homes in Tuvalu and migrate to New Zealand. Sea level rise is flooding crops in Tuvalu making it difficult to grow food. Sea level rise is affecting tourism in the Maldives as some islands are becoming uninhabitable Sea temperature rise is damaging the coral reefs in the Maldives</p>	<p><b>The Greenhouse Effect</b></p>  <p>The diagram illustrates the greenhouse effect in six steps: 1. The sun's radiation travels toward the earth. 2. About half is reflected or absorbed by clouds and the atmosphere. 3. The rest reaches the earth, where it is absorbed by oceans and land. 4. The earth also releases heat back toward space. 5. Some of this heat passes directly through the atmosphere. 6. But most of it is captured and retained by greenhouse gases.</p>



**Week One: Skara Brae**

**Key Words**

**Neolithic:** A period of time in Prehistoric Britain.

**Skara Brae:** An underground village discovered in the 1850's.

**Key Dates**

**4000 BC to 2500 BC:** The Neolithic Era.

**1850:** Skara Brae was uncovered by a storm.

**Key Facts**

1. Skara Brae was a village underground during the Neolithic period.
2. The town had a variety of rooms each with furniture and beds.
3. The houses on Skara Brae were considered advanced for their time as they had created furniture to store food such as live limpets from the sea.
4. The houses on Skara Brae were discovered when a huge storm in 1850 left the houses partly uncovered.
5. The houses had a system that used the tide from the sea to wash away waste from the people that lived there, this is sometimes considered the first ever flushing toilet.

**Week Two: Four Humours**

**Key Words**

**Humours:** A fluid from the body (e.g. blood, phlegm etc.)

**Theory of Opposites:** The idea that if one of the humours was out of balance with the others a person would become ill.

**Hinder:** Makes it difficult for something/someone.

**Philosophy:** The study of wisdom, knowledge and the world.

**Bloodletting:** The removal of a person's blood for surgical reasons.

**Purging:** The act of removing something.

**Key Facts**

1. Hippocrates and Galen were ancient Greek Philosophers whose ideas dominated medicine.
2. Hippocrates came up with the idea of the Four Humours; they were Black Bile, Yellow Bile, Phlegm and Blood
3. Hippocrates believed the characteristics of the Four Humours were linked to the four seasons.
4. Galen believed that the best way to treat a patient was to examine them and make a note of the symptoms they were showing.
5. Some cures by Galen included bloodletting and purging.

**Week Three: Romans**

**Key Words**

**Empire:** A group of countries ruled over by a single leader.

**Communal:** Shared by all members of the community.

**Sewage System:** A network of pipes that removes waste.

**Key Facts**

1. The Romans focused on public health for military reasons. They needed to ensure that their army was healthy and strong due to their expanding Empire.
2. The Romans used communal baths and toilets.
3. Roman toilets had channels underneath that took waste away from the towns using bath water.
4. The Romans shared a sponge on a stick as a toilet roll.
5. The Romans knew there was a link between dirt and disease but did not know what it was.

**Week Four: The Middle Ages/Religion and Medicine****Key Words**

**Dissolved:** Broke down.

**Miasma:** Bad (unhealthy) air.

**Physicians:** A person qualified to practice medicine.

**Key Dates**

**5th Century AD:** The Roman Empire dissolved.

**400 - 1500AD:** The Middle Ages

**Key Facts**

1. The Roman Empire dissolved in the 5th Century AD and they took their knowledge of public health with them.
2. People in the Middle Ages did not understand that there was a connection between dirt and disease.
3. People in the Middle Ages went to the toilet, washed clothes and drank water for the same river! It was much healthier to drink beer than water.
4. People threw their waste out of the window in the Middle Ages.
5. The government did not enforce laws about health so people did not follow them.
6. Christian churches taught that illness was a punishment from God and therefore they did not look for cures. God would cure them.
7. Islamic Medicine taught that if Allah had created illness he would have also sent a cure, therefore his followers actively sought cures.
8. Ibn Sina and Al Razi were Middle Eastern physicians who wrote books on medical treatment based on medical experience.

**Week Five: The Black Death****Key Words**

**Causes:** A factor that directly leads to something else.

**Pandemic:** A widespread disease across multiple continents or the world.

**Buboes:** When the glands in a person's neck, armpits and inner thigh swell.

**Bubonic:** A type of plague spread by the bite of infected rat fleas. The name comes from the swollen buboes.

**Key Dates**

**1348- 1349:** The Black Death came to England (and Plymouth).

**Key Facts**

1. The Black Death in England was between 1348- 1349 and killed nearly 2.5 million people.
2. People in the Middle Ages did not know the exact cause of the Black Death. They believed a range of ideas including that it was caused by Jewish people, imbalanced humours, God, and the planets being out of place.
3. The Black Death was caused by infected fleas biting humans. (The fleas were infected because they had bitten rats which carried the disease).
4. Symptoms of the Black Death included buboes, vomiting, bleeding under the skin, and muscle spasms.
5. Treatments for the Black Death included bleeding, purging, praying, and rubbing a bald chicken's bottom on the buboes.

## Week Six: The Great Plague

### Key Words

**Epidemic:** A widespread disease within one area (in this case, England).

**Pneumonic:** Meaning something that affects the lungs. In this case, it is a type of disease spread by sneezing that affects the victim's lungs.

**Quarantine:** When a person who is infected with a contagious sickness is isolated from other people.

### Key Dates

**1665:** The Great Plague

### Key Facts

1. The Great Plague came in 1665 under the reign of King Charles II.
2. During the Great Plague London lost 15% of its population which was around 100,000 people.
3. The death rate was the highest during the hot summer months when it became an epidemic.
4. The Great Plague was spread by infected fleas biting humans. These fleas caught the disease and were carried by rats. The dirty conditions of London's streets increased the rate of the disease.
5. The wealthy, including the King and members of Parliament, left London to avoid the Great Plague.
6. The people at the time had no idea what was causing the Great Plague so they blamed things such as God, Miasma, the planets and stray animals.
7. The government tried to help by bringing in laws to prevent the disease from spreading. They did this by killing stray cats and dogs, creating pest houses to keep the sick in, painting red crosses over the infected houses and creating a quarantine period of 40 days for the sick.

## Week Seven: Public Health in the Georgian Period

### Key Words

**Bourdaloue:** A small pot that women placed under their dresses to go to the bathroom.

**Chamber Pot:** A pot that was used as a portable toilet.

**Privy:** A toilet located in a small shed outside of a house.

**Vaccination:** An injection that helps a person's body produce protection against a disease.

**Eradicated:** To put an end to something.

### Key Dates

**1714-1830:** The Georgian Period.

**1775:** Alexander Cummings created the S-Bend plumbing system.

**1796:** Edward Jenner researches smallpox.

**1872:** The smallpox vaccine becomes compulsory.

**1980:** Smallpox is considered eradicated.

### Key Facts

1. Most people in the Georgian period used a chamberpot (which was kept under their bed) as a toilet.
2. The wealthier people also sometimes had a toilet outside which was called a Privy. They planted lavender around the Privy to hide the smell.
3. People in the Georgian period did not want to leave their parties so women often used a bourdaloue to go to the toilet (especially when they were wearing large dresses).
4. Sir John Harrington invented the first flushing toilet in 1596. However, it smelt badly as the waste would remain in the toilet until emptied. This meant people did not want to have them in their houses.
5. Harrington's toilet was created for Elizabeth I.
6. Alexander Cummings invented the S-Bend which improved the plumbing and reduced the smell. It was created in 1775 and is still used today.
7. In 1796, Edward Jenner began researching vaccines. He noticed that milkmaids who had been infected with cowpox (which was not fatal) did not get smallpox (which was usually fatal).
8. Jenner tested his theory by infecting a child with cowpox and then trying to infect him with smallpox. Whilst the child still got a little sick, he did not die.
9. Jenner created the first ever vaccine by infecting people with cowpox giving them immunity to smallpox.
10. Many at the time were unhappy with the vaccine as they did not trust it. However the government supported the vaccine and made it compulsory in 1872.
11. Jenner's vaccine led to the eradication of smallpox by 1980.

## Knowledge Organiser

Week	Key themes - Christian and Muslim beliefs about war	Key terms	Additional information
<b>1</b> <b>Intro to Religion, Peace and Conflict</b>	<p>Peace - may be hard to achieve through war because its aftermath is often instability and resentment. Christians and Muslims seek inner peace and tranquility through prayer and meditation</p> <p>Justice - Is linked to equality of opportunity. More privileged parts of the world are seen to be the cause of injustice, conflict may result. In Islam 'the just' is one of the 99 names of God who gives humans laws to follow</p> <p>Reconciliation - means a conscious effort to rebuild a relationship which has been damaged by conflict.</p> <p>The main message of Islam is peace (salam means 'peace' or 'safety')</p>	<p><b>Forgiveness - willingness to not blame a person anymore for the wrongs they have done</b></p> <p>Justice - making things fair again</p>	<p>Many years are fought to achieve justice - what is right and fair according to the law or making up for a role that has been committed. Christians and Muslims believe that forgiveness (pardoning someone for what they have done wrong) and reconciliation (restoring friend relationships after conflict) should follow after war</p> <p>Throughout history people have gone to war (fighting between Nations to resolve issues between them). Often intention of those fighting awarded to create peace - an absence of conflict, which leads to happiness and harmony</p>
<b>Week 2</b> <b>violence violent protest and terrorism</b>	<p><b>Key themes -</b></p> <p>Christians believe that protest to achieve what his right is acceptable as long as violence is not used. Christian pastor Dr Martin Luther King Jr organise peaceful protest against unjust racist laws which succeeded in bringing civil rights to African American citizens</p> <p>No religions teachings promote violence but they have different views about when violence may be justified. In Islam fighting is only allowed in self defence or Defence of faith and only against those who actively fight against you</p> <p>Some individuals or groups use terrorism to further their caused by killing innocent people. suicide bombers car bombs gunman shooting into Cruise and using vehicles to enjoy pedestrians are all Tactics in terrorism. most Christians and Muslims Billy term is wrong as it targets innocent people.</p>	<p><b>Key terms</b></p> <p>Terrorism use of violence and threats to intimidate especially for Political purposes to create a state of Fear in a population</p> <p>Violence causing harm to someone</p> <p>Protest voicing disagreement with something</p>	<p><b>Additional information</b></p> <p>The right to protest Express Disapproval often in public group is a fundamental democratic freedom</p> <p>UK law allows peaceful public protest marches of police are told 6 days before so that violence (actions that threaten or harm others) can be avoided</p> <p><b>Terrorism (the unlawful use of violence usually against innocent civilians to achieve a political goal) is more serious form of violent protest</b></p>
<b>Week 3</b> <b>Reason for war</b>	<p><b>Key themes – 3 reasons for war</b></p> <p>Greed - to gain more land regain land previously lost. To control important resources e.g. oil. To deprive the Enemy of main source of income</p> <p>Self-defence - to defend one's country against invasion or attack /to defend allies who are under threat. To defend one's values beliefs and Ways of Life. To defeat evil EG genocide (deliberate Killing of a whole nation or ethnic group)</p> <p><b>Retaliation - to fight against the country that has done something very wrong . To fight against the country which is attacked or damaged your country</b></p>	<p><b>Key terms</b></p> <p>Retaliation - to pay back for harmful action</p> <p>Conflict - a disagreement which escalates</p>	<p><b>Additional information</b></p> <p><b>Bible and the Qu'ran warn against greed 1 Tim 6:10 and Qu'ran 4: 36-37.</b></p> <p>Jesus taught that retaliation is wrong.</p> <p>Many Christians for this teaching in their own lies but find it more difficult in situations of War.</p> <p>Islam teaches that God knows the need for Justice so permits ' fair retribution' but retaliation must be measured: torture and mutilation are strictly forbidden under Islamic law. Forgiveness is a better response to avoid bloodshed and be rewarded by God</p>
<b>Week 4</b> <b>nuclear war and weapons of mass destruction</b>	<p><b>Key Themes -</b></p> <p>The use of nuclear weapons - US forces used atomic bombs on Hiroshima and Nagasaki during Second World War causing 140000 people to died in Hiroshima alone. since then many countries have developed powerful nuclear weapons as a deterrent</p> <p>Weapons of mass destruction - the chemical weapons convention 1993 made the production stockpiling and use of these weapons are legal worldwide chemical weapons are thought to have been used in Iraq and Syria</p> <p>Christian beliefs - Only God has the right to end life. Nuclear, chemical, biological weapons killed hugh numbers of innocent civilians so they use can never be justified. The quote 'eye for an eye' is sometimes used to justify war but this cannot justify the use of weapons of mass destruction. Some Christians see the possession of nuclear weapons is determined to maintain peace and prevent attack</p>	<p><b>Muslim Beliefs</b></p> <p>God created all life on Earth and Muslims have a duty to care for and preserve it</p> <p>The use of nuclear weapons would destroy cos creation killing millions of innocent people</p> <p>The Quran gives advice that seems to rule out the using all weapons of mass destruction. "do not contribute to your destruction with your own hands but do good for God loves those who do good"</p> <p>Some reason see the position of nuclear weapons deterrent to meet maintain peace and prevent attack</p>	

## Knowledge Organiser

Week	Key themes	Key terms	Additional information
5 the just war	A Just War is a war which means internationally accepted criteria for a furnace for traditional Christian rules for a just war and is now accepted by other religions	<p><b>just war rules around fighting a war accepted to Christianity</b></p> <p>Weapons of mass destruction - weapons which cause uncontrollable and untold damage for example nuclear weapons</p> <p>War - armed conflict between two or more sides</p>	<p>Muslims attitude to conduct in a War. General belief - Wars should be proportional and fought without anger but it is better to avoid war possible. Soldiers must be a sound mind and body and prisoners should be treated and civilized way.</p> <p>tip it will be helpful if you no some examples of War so that you can support your opinion about whether war can be Justified according to the just war theory</p>
	For a war to be just it must- be fought for a Just Cause, to be declared by a proper legal authority, have a just intention, be a last Resort, have a reasonable chance of success, and be proportional		
	Rules about how a war must be fought- the war should be fought by just means (innocent civilians should not be targeted or harmed). Only appropriate force should be used (including types of force and how many much force), internationally agreed conventions must be obeyed (Geneva Convention rules)		
Week	<b>Key themes -</b>		<b>Additional information</b>
6 holy war and religion as a cause of violence	Holy war - a holy war seems to be a contradiction how can killing large numbers of people be holy? For Both - Muslims and Christians a holy war must be authorised by religious leader with great authority and only be fought to defend the faith from attack	<p>Religion as a cause of violence - in the UK today most Christians and Muslims do not respond violently turn attack on their faith. During the Troubles in Northern Ireland conflict between Catholics and Protestants Leto violence against his community. some groups such as Al-Qaeda and Isis use the Muslim idea of holy war towards civil war and commit acts of terrorism.</p> <p>Christian beliefs - most Christians that Jesus is teaching that not only violence but the anger that leads to violence is wrong. some Christians say Jesus advice to his disciples to buy a sword as justification for violence but must be Lee Jesus was warning as disciples of dangerous times ahead not suggesting violence.</p>	<p>Muslim beliefs - holy war must follow just war criteria e.g. not for gaining territories / financial gain / for a leader own power / must be a last Resort / in defence / not to force conversion to Islam</p>
Week	<b>Key Themes</b>		<b>Key Terms</b>
7 pacifism and peacemaking	Pacifist believe that war and violence can be really be Justified - conflicts can be settled in a peaceful way. They think that it is better to prevent War by promoting Justice and peace. They believe prayer and meditation can help people be at peace with themselves and others. Some Christians and pacifists follow Jesus example, Blessed are the peacemaker (Matt 5:9)	<p>Islam is a religion of Peace, but not a pacifist religion because of the duty of Jihad and instruction and the Quran. "fighting has been ordained for you but hard for you". Muslims must not refuse peace if it is offered as a Quran teaches. "but if the incline towards peace you must also incline towards it and put your trust in God"</p> <p>Anglican pacifist for the fellowship - works to overcome the income inequality and Injustice that lead to war within and between Nations.</p> <p>Muslim peace Fellowship - works against injustice and for piece in local Communities and globally. Affirms commitment to peace on behalf of all Muslims</p>	<p>Reconciliation - making up between two groups after disagreement</p> <p>Pacifism - the belief that all violence is wrong</p> <p>Peacemaking is the action of trying to establish peace</p>



# Art, Craft and Design

## WEEK 1, 5 & 9:

**Assessment Objective 3: Reflective Recording** - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory
<i>Observational drawing</i>	Drawing from looking at images or objects.	<b>Primary:</b> Red, Yellow, Blue <b>Secondary:</b> Primary + Primary <b>Tertiary:</b> Primary + Secondary <b>Shades:</b> Add black <b>Tints:</b> Add white
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.	
<i>Second hand observation</i>	Drawing from looking at images of objects.	
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.	<b>Complimentary:</b> Colours opposite on the colour wheel <b>Harmonious:</b> Colours next to each other on the wheel <b>Monochromatic:</b> Shades, tones and tints of one colour <b>Hue:</b> The pigment <b>Warm:</b> Red, Orange, Yellow <b>Cold:</b> Blue, Green, Purple
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.	
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

### Developing your idea as a final piece.

**Rough** - A basic sketch of a final idea

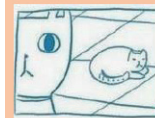
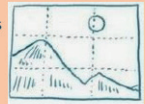
**A Visual/Maquette** - A small image or model created in the selected materials

**Final Piece** - An image or sculpture pulling all preparatory work together



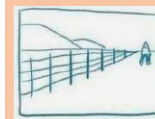
LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)
COLOUR		Refers to the light, hue, value and intensity of the pigment.
TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

## WEEK 2, 6 & 10:

**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

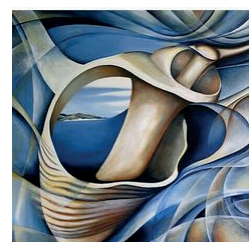
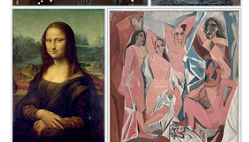
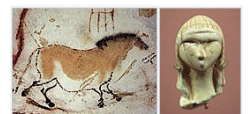
### History of Art

The history of art focuses on objects made by humans for any number of spiritual, narrative, philosophical, symbolic, conceptual, documentary, decorative, and even functional and other purposes, but with a primary emphasis on its aesthetic visual form. Visual art can be classified in diverse ways, such as separating fine arts from applied arts; inclusively focusing on human creativity; or focusing on different media such as architecture, sculpture, painting, film, photography, and graphic arts. In recent years, technological advances have led to video art, computer art, performance art, animation, television, and videogames.

The history of art is often told as a chronology of masterpieces created during each civilization. It can thus be framed as a story of high culture, epitomised by the Wonders of the World. On the other hand, vernacular art expressions can also be integrated into art historical narratives, referred to as folk arts or craft. The more closely that an art historian engages with these latter forms of low culture, the more likely it is that they will identify their work as examining visual culture or material culture, or as contributing to fields related to art history, such as anthropology or archaeology. In the latter cases, art objects may be referred to as archeological artefacts.

### Amiria Gale

Born 1979 in Tolaga Bay, New Zealand. Achieved her degree at Auckland University's School of Architecture. Left University and worked as a teacher of art, also managing a department. Has left education to pursue her art work full time. Specialises in semi-abstract paintings of sea shells. Her inspiration comes from memories of childhood. Works in acrylic paints as they dry quicker than oils. Currently lives in Auckland, New Zealand.





**WEEK 3, 7 & 11:**

**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
<p><b>Achieved</b> - successfully doing something  <b>Pursue</b> - to go after something  <b>Specialise</b> - to concentrate on something  <b>Inspiration</b> - to get ideas from  <b>Soaking</b> - apply lots of water  <b>Composed</b> - made up of  <b>Scratchy</b> - a way of producing lines  <b>Unique</b> - not ordinary  <b>Mysterious</b> - difficult to make out/understand</p>	<p><b>Painting</b> - using paint to create a picture  <b>Abstract</b> - an image that makes you think about what it is. It isn't clear from first observation  <b>Tone</b> - shading  <b>Line</b> - how an image is made up  <b>Shape</b> - how a 2D image is made up  <b>Form</b> - how a 3D image is made up  <b>Acrylic</b> - a type of paint  <b>Blending</b> - mixing colours  <b>Organic</b> - natural  <b>Monochrome</b> - all the shades of one colour  <b>Pointillism</b> - a technique that uses dots to create a tonal image  <b>Illustrator</b> - a professional drawer  <b>Illustrations</b> - produced by an illustrator  <b>Draws</b> - lines and shapes that make up the artwork  <b>Sketches</b> - to plan a drawing, to draw lightly  <b>Watercolour</b> - a type of paint  <b>Ink</b> - liquid to draw or write with  <b>Technique</b> - the method used when using materials  <b>Printmaking</b> - a technique of producing artwork using ink and a print base</p>

**WEEK 4, 8 & 12:**

**Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

# Year 7 Computing: Collaborating Online Respectfully

## Week 1: Welcome to the computing classroom

Keywords	Knowledge			
<p><b>Password</b> - a unique bit of text which helps to keep your account secure from threats</p> <p><b>Hazards</b> - risks of injury that can happen in a computing classroom if care is not taken</p>	<p>Your username for the school computers is <b>your surname and the first two letters of your first name</b> e.g. Alice Jackson would be jacksonal</p> <p>Your username for Google Classroom is your college email address which is your username with @sdcc.net at the end e.g. jacksonal@sdcc.net</p> <p><b>Passwords</b> should:</p> <table border="1"> <tr> <td>Never be shared</td> <td>Be changed often</td> <td>Be kept private</td> </tr> </table> <p>Good advice for a password is that it should be made up of 3 random words, as well as some numbers To help you remember it you can make up a story e.g. 7armfootballschool25 - when I was 7, I broke my <b>arm</b> playing <b>football</b> and was off <b>school</b> for <b>25</b> days</p> <p>Hazards in a computing classroom can be very dangerous. You need to make sure you follow instructions, behave sensibly and act carefully in order to minimise the risks to you and others.</p> <p><b>Example Question:</b> Which is the most secure password 'Password999' or '32garagedogshoes8'? Why?</p>	Never be shared	Be changed often	Be kept private
Never be shared	Be changed often	Be kept private		

## Week 2: Welcome to your workstation

Keywords	Knowledge								
<p><b>Email</b> - short for 'electronic mail', allows you to send and receive messages through the internet</p> <p><b>CC</b> - short for Carbon Copy and is a way of sending an email to more than one person</p> <p><b>BCC</b> - short for Blind Carbon Copy and allows you to send a message to more than one person without the recipients knowing</p>	<table border="1"> <tr> <td><b>Google Classroom</b></td> <td>The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work</td> </tr> <tr> <td><b>Google Cloud</b></td> <td>An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device</td> </tr> <tr> <td><b>Google Docs</b></td> <td>An online software which is used for creating word processing documents</td> </tr> <tr> <td><b>Google Slides</b></td> <td>An online software which is used for creating presentations</td> </tr> </table> <p><b>Email</b> is an electronic method of communication, allowing you to send a message through the internet When sending an <b>email</b> you should think about who the recipient is and make sure it is appropriate Emails should be <b>respectful, professional</b> and <b>appropriate</b></p> <p>An email should always include a <b>subject, a greeting</b> and a <b>suitable ending</b></p> <p><b>Example Question:</b> What is the purpose of BCC in an email?</p>	<b>Google Classroom</b>	The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work	<b>Google Cloud</b>	An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device	<b>Google Docs</b>	An online software which is used for creating word processing documents	<b>Google Slides</b>	An online software which is used for creating presentations
<b>Google Classroom</b>	The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work								
<b>Google Cloud</b>	An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device								
<b>Google Docs</b>	An online software which is used for creating word processing documents								
<b>Google Slides</b>	An online software which is used for creating presentations								

## Week 3: Respectful Online Communication

Keywords	Knowledge													
<p><b>Social Media</b> - websites and apps that enable users to create and share content and communicate with each other</p> <p><b>Collaborate</b> - using technology to work together and to get feedback and advice</p>	<p><b>Think before you send:</b> it is quite easy to make comments from behind a screen and not think about the impact that it has on the person receiving the comments. We need to think about our actions before we make comments.</p> <p>Comments on people's work should always be based on the work and not personal</p> <p><b>Remember</b> that comments online can be hard to judge in terms of tone and sarcasm so be careful what you write as someone might misunderstand how you mean it</p> <p>Advice for comments online</p> <table border="1"> <tr> <td>Keep it friendly</td> <td>Be specific</td> <td>Stick to the facts</td> <td>Avoid sarcasm</td> </tr> <tr> <td>Use the 'sandwich technique'</td> <td>Ask a question to start a discussion</td> <td>Remember that your tone can sound different to the reader</td> <td></td> </tr> </table> <p>To receive feedback always assume good intentions</p> <table border="1"> <tr> <td>Read carefully</td> <td>Stop before you react</td> <td>Appreciate</td> <td>Decide if you agree</td> <td>Remember that it is to help you improve</td> </tr> </table> <p><b>Example Question:</b> What advice should you remember when you are writing comments online</p>	Keep it friendly	Be specific	Stick to the facts	Avoid sarcasm	Use the 'sandwich technique'	Ask a question to start a discussion	Remember that your tone can sound different to the reader		Read carefully	Stop before you react	Appreciate	Decide if you agree	Remember that it is to help you improve
Keep it friendly	Be specific	Stick to the facts	Avoid sarcasm											
Use the 'sandwich technique'	Ask a question to start a discussion	Remember that your tone can sound different to the reader												
Read carefully	Stop before you react	Appreciate	Decide if you agree	Remember that it is to help you improve										

# Year 7 Computing: Collaborating Online Respectfully

## Week 4: Presenting to an audience (You should also recap Week 1 this week)

Keywords	Knowledge
<p><b>Cyberbullying</b>- the act of bullying through use of technology</p> <p><b>Audience</b> - Who you are creating something for</p>	<p>When creating a presentation it is vital you consider who the audience is and make it suitable for them Try to include minimal text but make sure there is enough to get your point across Include images where possible to convey your message Think about the fonts, colours, images and information you include and make sure they are suitable</p> <p><b>Cyberbullying</b> is the act of bullying through use of technology It can take many forms such as</p> <ul style="list-style-type: none"> <li>Threatening someone to make them feel scared</li> <li>Harassing someone by repeatedly sending them messages</li> <li>Ruining somebody's reputation</li> <li>Excluding someone from a group</li> <li>Stealing someone's identity and pretending to be them</li> <li>Publicly displaying private images or messages</li> </ul> <p><b>Example Question:</b> What is cyberbullying and how can it take place?</p>

## Week 5: Presenting to an audience (You should also recap Week 2 this week)

Keywords	Knowledge
<p><b>Suitability</b> - Making sure that something is appropriate or correct for the people it is for</p>	<p>Advice for a victim of cyberbullying:</p> <ul style="list-style-type: none"> <li>Report it to the website/app (if possible)</li> <li>Tell a trusted adult</li> <li>Do not respond</li> <li>Save the evidence</li> </ul> <p>When making a presentation you need to consider: <b>Your audience</b> - who it is for and how you can make it suitable <b>Effective use of images</b> - use suitable pictures which match the tone and message of the presentation. Not too many though <b>Effective use of text</b> - use enough text to get your point across but not too much so that the viewer might lose interest and stop reading.</p> <p><b>Example Question:</b> Write advice would you give to someone who is a victim of cyberbullying?</p>

## Week 6: Who are you talking to? (You should also recap Week 3 this week)

Keywords	Knowledge								
<p><b>Social media</b> - websites and apps that enable users to create and share content and communicate with each other</p>	<p><b>Personal information</b> should be kept private. Be careful when posting personal information on social media sites as it could be used to put you in danger</p> <p>Advice for safe social media use:</p> <table border="1"> <tr> <td>Check your privacy settings (friends only)</td> <td>Delete any images that might reveal your location</td> <td>Remove any geotagging of images</td> <td>Keep your date of birth private</td> </tr> <tr> <td>Avoid public profile pictures that might reveal your identity</td> <td>Use a strong password and change it often</td> <td>Check your friend list — could any of those friends be fake profiles?</td> <td></td> </tr> </table> <p><b>Example Question:</b> What are the risks of social media?</p>	Check your privacy settings (friends only)	Delete any images that might reveal your location	Remove any geotagging of images	Keep your date of birth private	Avoid public profile pictures that might reveal your identity	Use a strong password and change it often	Check your friend list — could any of those friends be fake profiles?	
Check your privacy settings (friends only)	Delete any images that might reveal your location	Remove any geotagging of images	Keep your date of birth private						
Avoid public profile pictures that might reveal your identity	Use a strong password and change it often	Check your friend list — could any of those friends be fake profiles?							

Physical and Health Education	
Netball	Rugby
Week 1&2 or 4&5	Week 1&2 or 4&5
<p><b>Scoring</b> In open play, if a shot is successfully scored from inside the goal circle = one point. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.</p> <p><b>Officials</b> - There are two umpires and up to two scorekeepers and timekeepers.</p> <p><b>Players</b> A netball team consists of seven players per side and is divided into different positions.</p> <ul style="list-style-type: none"> <li>• Centre (C) - this position starts the game and is allowed anywhere on the court except their own and the opposing team's goal circles.</li> <li>• Wing attack (WA) - this position aims to collect the ball and deliver it safely into the goal circle to the shooters. The wing attack is only allowed in the top 2 thirds of their court.</li> <li>• Goal attack (GA) - this position aims to collect the ball safely from the wing attack or centre and either passes to the shooter or has a shot for themselves. The goal attack is only allowed in the top two thirds of their court and the goal circle.</li> <li>• Goal shooter (GS) - this position aims to find space in order to receive the ball from their teammates and shoot at the net. The goal shooter is only allowed in the top third of their court and the goal circle.</li> <li>• Wing defence (WD) - this position is required to close down opposition players, intercept and protect the goal circle. The wing defence is only allowed in the bottom two thirds of their court.</li> <li>• Goal defence (GD) - this position deals with preventing the opposition from passing the ball into the goal circle. The goal defence is only allowed in the bottom two thirds of their court and the goal circle.</li> <li>• Goalkeeper (GK) - this position aims to close down opposition shooters in order stop the ball from being shot at the net. The goalkeeper is only allowed in the bottom third of their court and the goal circle.</li> </ul> <p><b>Footwork Rule</b> A player can receive the ball: With both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.</p> <p><b>Passing</b> There are 5 different types of passes; the chest pass, bounce pass, lob, overhead pass and shoulder pass.</p>	<p><b>Scoring</b> Scoring a try is worth 5 points, the attacking side will have grounded the ball either on the try line or in the in-goal area or against the base of the rugby post itself. Grounding the ball is when a player touches the ball to the ground when it is their hands or arms.</p> <p><b>Tackling</b> A tackle can take place anywhere in the field of play. <b>Only the ball carrier can be tackled.</b> Tacklers must:</p> <ul style="list-style-type: none"> <li>• Wrap their arms around the ball carrier to begin a tackle.</li> <li>• Not make contact above the shoulders. This is for safety reasons.</li> <li>• Immediately release the ball and the ball-carrier after both players go to ground.</li> <li>• Immediately roll away from the tackled player and from the ball or get up.</li> <li>• Be on their feet before attempting to play the ball.</li> </ul> <p>The player who has been tackled needs to immediately release the ball, this can be a pass to a teammate or by presenting the ball ready for a ruck or a pick up.</p> <p><b>Rucking</b> A ruck is formed when at least one player from each team is in contact, on their feet and over the ball which is on the ground, usually after a player has been tackled. Players involved in all stages of the ruck must have their heads and shoulders no lower than their hips.</p> <ul style="list-style-type: none"> <li>• Offside at a ruck is an imaginary line that runs across the pitch from the back foot of the player at the back of the formed ruck, players cannot move across this line until the ball has been taken out of the ruck.</li> <li>• Players can only enter the ruck through "the gate", this is created by the width of the person who has been tackled when they are on the floor, the gate can be made smaller or larger by the ball carrier if they move their body.</li> <li>• Once a ruck is formed a player cannot put their hands in the ruck to take the ball, to win possession at a ruck the ruck has to be secured by pushing the opposition back, the ball can then be collected.</li> </ul> <p><b>Passing</b> In rugby union the ball cannot be passed forwards. This means a player moving towards the opposition's try line must pass the ball to a team-mate either along or behind an imaginary line running at right angles to the side of the pitch, in other words the ball must be passed backwards or sideways, never forwards.</p>

## Badminton - Week 6

### Scoring

- The player/pair winning a rally adds a point to its score.
- If the shuttlecock lands inside of your opponents playing area, you score 1 point
- If the shuttlecock lands outside of your playing area, your opponent scores 1 point
- If the shuttlecock lands in their own area, your opponent scores 1 point
- A match consists of the best of three games of 21 points.
- At 20-all, the player/pair which first gains a 2-point lead wins that game.
- At 29-all, the side scoring the 30th point wins that game.

### Singles playing area light grey      Doubles playing area dark grey



- Players must serve behind the service line
- The serve must land past their opponents service line
- Singles badminton is played "Long and Thin" (see shaded area on left)
- Doubles badminton is played "Short and Wide" (see shaded area on right)
- The court is divided by the right and left side by the centre line

## Thinking ME: The Warm Up - Week 3

### The Three Stages of a Warm Up

Every sports session should start with a warm up to prepare the sports performers both physically and mentally.

#### Pulse Raiser -

- Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low intensity activity.
- Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.

#### Dynamic Stretches -

- Walking lunges, leg swings, squats, side lunge, opening and closing the gates, shoulder rotations, hip circles,
- Stretches the muscles, which can reduce the risk of injury (RR!) and mobilises the joints that will be used in the session, which can improve performance levels (IPL).

#### Sport Specific Activity -

- Dribbling in football, passing in netball, light tackling in rugby etc.
- Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.

### Healthy ME: Week 7

#### What happens to our body when we exercise?

1. **Heart rate increases** - When you exercise, heart rate increases to circulate more oxygen (via the blood) at a quicker pace to the working muscles.
2. **Breathing rate** - Your body may need up to 15 times more oxygen when you exercise, so you start to breathe faster and heavier.
3. **Increased body temperature** - When you exercise, your muscles convert stored energy into heat energy, causing your body to warm up.
4. **Increased sweat production** - To keep within the normal temperature range, your skin will start to sweat to release heat and cool your body down.
5. **Increased redness of skin** - Your small blood vessels will widen to deliver more oxygen to your muscles and carry away carbon dioxide and other waste products that build up. It is this widening of the blood vessels that causes the flushing of your skin during exercise.











Aspire  
ACHIEVE  
Thrive

Develop your character

