

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 5 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

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Modern Britain	14-16
History	17-19
PE	20-21

Book Pride

1	2
• No dates and titles are underlined • Work is very untidy • Extended writing tasks are incomplete • SPaG errors being repeated Show more PRIDE in your learning. Be proud to learn and be proud of your work.	• Some dates and titles are underlined • Work is untidy • Extended writing tasks are short • SPaG errors being repeated
3	4
• Most dates and titles are underlined • Work is usually neat and well presented • Extended writing tasks are good • SPaG is usually correct	• All dates and titles are underlined • Work is exceptionally neat and well presented • Extended writing tasks are outstanding • SPaG is consistently correct You are RESILIENT. You always show PRIDE in your work.

Year 7 - Half term 5 (18/4/2023 → 26/5/2023)- Written Homework Plan

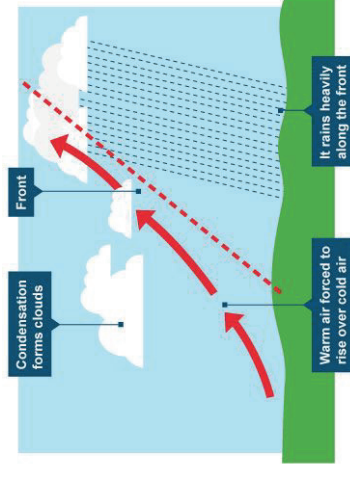
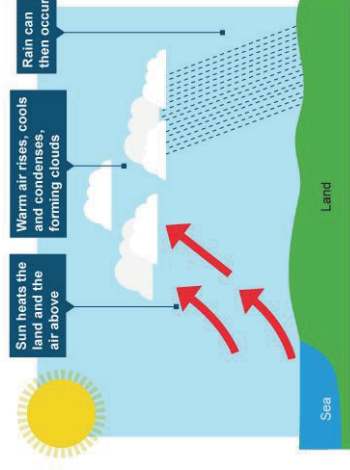
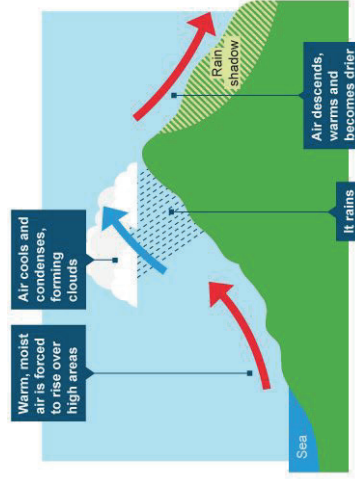
	Monday		Tuesday		Wednesday		Thursday	Friday
	Geography	Computing	French	Art	Science	Modern Britain	History	Health
Week 1	What is Weather and Climate?	Getting to know a spreadsheet	School Keywords and Definitions	Reflective Recording Keywords and Definitions	Biology / Chemistry/ Scientifically Keywords and Definitions	Intro to Religion, Peace and Conflict	The Empire	Cricket
Week 2	How do we measure the weather and climate?	Quick Calculations	School Keywords and Definitions	Contextual Understanding J Vincent Scarpase	Biology / Chemistry/ Scientifically Keywords and Definitions	Violence and Violent Protest	Amritsar Massacre	Rounders
Week 3	Climate Graphs	Collecting Data	School Keywords and Definitions	Contextual Understanding Keywords and Definitions	Biology / Chemistry/ Scientifically Keywords and Definitions	Reason for war	The British Empire and Australia	Athletics
Week 4	Three types of rainfall	Become a Data Master (Also self question from week 1)	School Keywords and Definitions	Creative making Keywords and Definitions	Biology / Chemistry/ Scientifically Keywords and Definitions	Nuclear War and Weapons of mass destruction.	Mayflower Voyage	Thinking ME: Cardiovascular System
Week 5	UK Climate	Level up your Data Skills (Also self question from week 2)	School Keywords and Definitions	Reflective Recording Keywords and Definitions	Biology / Chemistry/ Scientifically Keywords and Definitions	The Just war	USA Independence	Thinking ME: Cardiovascular System
Week 6	Beast from the East	Spreadsheet Skills project (Also self question from week 3)	School Keywords and Definitions	Contextual Understanding J Vincent Scarpase	Biology / Chemistry/ Scientifically Keywords and Definitions	The Holy War	WW2 and the British Empire	Healthy Me: Healthy Eating Energy & Hydration

Term 5 Geography Year 7 Knowledge Organiser: Weather and Climate

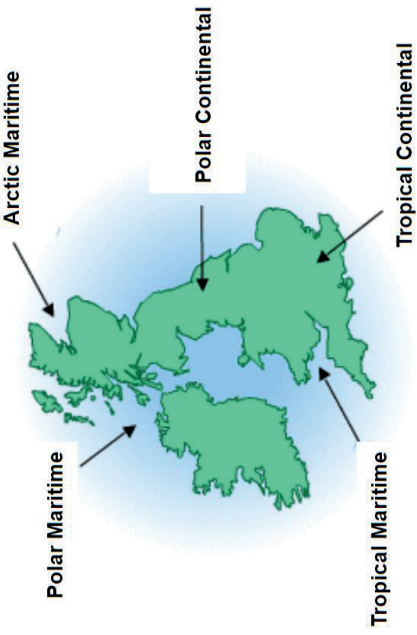
Session	Keywords	Knowledge	Geographical concepts
Week 1 What is weather and climate	Weather: The day-to-day events in the atmosphere in a particular area.		There are many different types of weather which can result including rain, snow, wind, frost, fog, sunshine, drought, tropical storms, thunder and lightning, blizzard, tornado and storm A weather forecast will predict the weather and usually includes; Compass directions, specific countries, sun, cloud, rain, wind, temperature and wind speed and direction
	Climate: The expected temperature and precipitation conditions in an area over a long time period.		
Week 2 How do we measure weather and climate?	Instrument	What it measures	Unit of measurement
	thermometer	A thermometer measures the temperature, how hot or cold a location is.	degrees Celsius (°C)
	Rain Gauge	A rain gauge measures the amount of rainfall in mm , by catching rain in a measuring cylinder. It also measures all other forms of precipitation (snow, rain, hail) .	Millimeters (mm)
	Wind vane or wind sock	A wind vane or wind sock measures wind direction by pointing towards North, East, South or West.	Knots / Kilometers per hour (Km/h) / Miles per hour (mph) / Meters per second (m/s)
	Anemometer	An anemometer measures wind speed in mph . The most common type looks like a toy windmill. The stronger the wind blows the faster the cups spin around. The wind speed is shown on a dial, just like a car's speedometer	Miles per hour (mph)
	Barometer	This instrument is used to measure changes in air pressure. Air pressure falls when there will be rain, and rises when it is sunny.	BAR
	Sunshine recorder – sunshine hours	A glass ball that directs sunlight onto a card that is treated with a special chemical. The sunlight burns or chars a mark onto the card.	Hours

Term 5 Geography Year 7 Knowledge Organiser: Weather and Climate

Session	Keywords	Knowledge	Geographical concepts
Week 3 Climate Graphs	Climate graph: Climate graphs use both a bar graph and a line graph. Temperature is shown on a line graph. Rainfall is shown by a bar graph. Months of the year are shown along the bottom.	Range: The variation between the highest and the lowest value. Mean: Sum of the terms divided by the number of terms. Minimum: Lowest Value. Maximum: Biggest Value. T - TRENDS: What are the Trends or Patterns? E - EVIDENCE: What evidence is there to support this, specific data. A - ANOMALIES: Is there anything that doesn't fit the normal pattern (these may always be anomalies).	Climate Graph: Oban, UK
Week 4 Three types of rainfall	Relief rainfall occurs when warm, moist air from the Atlantic Ocean rises up over mountains. When the warm air rises, it cools and condenses to form clouds, which brings rain. Once the air has passed over the mountains, it descends and warms. This creates drier conditions known as a rain shadow.	Convectional rainfall occurs in the summer in the UK, when the sun heats the land. This creates rising pockets of warm air, known as convection currents. Warm air rises rapidly, where it starts to cool and condenses to form clouds. These can be large cumulonimbus clouds. The clouds can produce heavy rainfall and thunderstorms.	Frontal rainfall occurs when a warm front meets a cold front. The heavier cold air sinks to the ground and the warm air rises above it. When the warm air rises, it cools. The cooler air condenses and forms clouds. The clouds bring heavy rain.



Term 5 Geography Year 7 Knowledge Organiser: Weather and Climate

Session	Keywords	Knowledge	Geographical concepts
Week 5 UK Climate	Prevailing Wind: The direction the wind usually blows from. Depression: An area of low air pressure, i.e. rising air. Warm Front: the leading edge of a warm mass of air. Cold Front: the leading edge of a cold mass of air	Polar Maritime: Cold wet weather. Arctic Maritime: Very cold, clear weather, as well as rain. Polar continental: Very cold, dry weather from Siberia. Tropical Continental: Warm dry summer weather. Tropical Maritime: Warm, wet weather (The Prevailing condition).	
Week 6 Beast from the East	Extreme Weather: Weather that is quite atypical for the area at that time. Immediate Responses: Minutes, hours or days after the event. Long-Term Responses: Weeks months years after the event.	Causes: - The Beast from the East (25 February) was caused by a change to the northern polar jet stream, which twisted its direction unexpectedly, drawing in cold air to the UK from the east. - So cold air from thousands of miles away is dragged over to us, bringing a severe chill – though the air is a lot warmer when it arrives at our doorstep, having risen from -50°C. - This air picked up moisture over the North Sea bringing SNOW - This affected mainly the East coast and dumped a huge amount of snow on the UK	Effects: - A man died in London after being pulled from a frozen lake, whilst there were 3 other reported deaths - Up to 50cm (19 inches) of snow in parts of Dartmoor, Exmoor and uplands parts of south-east Wales accompanied by gales or severe gales in exposed areas. - Gusts of 60-70mph in parts of northern England and Wales. - Rural areas experienced temperature lows of -12°C - British Airways cancelled hundreds of short-haul flights from Heathrow, and London City Airport also cancelled many services - Thousands of schools were closed - The weather cost the UK millions. The AA estimated that there were 8,260 collisions on Britain's roads from the snow chaos in just three days, with the insurance cost above £10m. Two thirds of them due to snow and ice. - Police in Macclesfield said they arrested two suspected thieves after tracking their footprints through the snow

Year 7 Computing: Data Modelling - Spreadsheets

Week 1: Getting to know a spreadsheet

Keywords	Knowledge
Spreadsheet- a piece of software with cells arranged in columns and rows which is used for working with data. Cell- spaces that hold data	Cell Reference: The location of a cell based on its column number and its row letter Cell borders: A method of adding outlines to cells to make them stand out from the other cells. Columns: A collection of cells arranged vertically in a single line. Rows: A collection of cells arranged horizontally in a single line Example Question: What is a cell?

Week 2: Quick Calculations

Keywords	Knowledge												
Formula - a calculation performed in a spreadsheet Autofill - A method of automatically copying the contents of a cell into other cells.	Formulas <table border="1"> <tr> <th>Symbol</th><th>Function</th></tr> <tr> <td>=</td><td>To start a formula</td></tr> <tr> <td>+</td><td>Adding</td></tr> <tr> <td>-</td><td>Subtracting</td></tr> <tr> <td>*</td><td>Multiplying</td></tr> <tr> <td>/</td><td>Dividing</td></tr> </table> Autofill: Use the autofill tool to automatically copy the contents of cells into adjoining cells without needing to manually repeat data Example Question: What formula would you write to calculate the value of cell A1 multiplied by A2?	Symbol	Function	=	To start a formula	+	Adding	-	Subtracting	*	Multiplying	/	Dividing
Symbol	Function												
=	To start a formula												
+	Adding												
-	Subtracting												
*	Multiplying												
/	Dividing												

Week 3: Collecting Data

Keywords	Knowledge								
Data - a collection of numbers and letters without meaning Information - Data which is organised and has a meaning. Source - where data has come from or how it has been collected	Data: a collection of numbers and letters without meaning such as 01752556065 or 151105 or PL34BD or 175.5 This becomes information when meaning is assigned to it e.g. <table border="1"> <tr> <td>Phone Number</td><td>01752 556065</td></tr> <tr> <td>Date of birth</td><td>15/11/05</td></tr> <tr> <td>Postcode</td><td>PL3 4BD</td></tr> <tr> <td>Height</td><td>175.5cm</td></tr> </table> Primary Data: Data that you have collected yourself for your own purposes Secondary Data: Data that someone else has collected, most likely for a different purpose Primary Data: Poll, survey, questionnaire, interview, observation Secondary Data: Data collected by someone else e.g. the government, a school, other research groups Example Question: You are conducting an investigation into traffic in your local area, how might you collect primary data for this?	Phone Number	01752 556065	Date of birth	15/11/05	Postcode	PL3 4BD	Height	175.5cm
Phone Number	01752 556065								
Date of birth	15/11/05								
Postcode	PL3 4BD								
Height	175.5cm								

Year 7 Computing: Data Modelling - Spreadsheets

Week 4: Become a Data Master (You should also recap Week 1 this week)

Keywords	Knowledge										
Function - A pre-defined formula in a spreadsheet which is created using a keyword SUM - A function which adds together the values in the cells selected	Functions: A pre-defined formula in a spreadsheet which is created using a keyword Functions used key words to tell the spreadsheet what task they want to perform <table border="1"> <thead> <tr> <th>Function name</th><th>Function</th></tr> </thead> <tbody> <tr> <td>SUM</td><td>A function which adds together the values in the cells selected</td></tr> <tr> <td>MAX</td><td>A function which finds and returns the largest value in the cells selected</td></tr> <tr> <td>MIN</td><td>A function which finds and returns the smallest value in the cells selected</td></tr> <tr> <td>COUNTA</td><td>A function which finds the counts the number cells selected which contain text or numbers</td></tr> </tbody> </table> Example Question: What function would you write to calculate the total of cells from M1 to M10?	Function name	Function	SUM	A function which adds together the values in the cells selected	MAX	A function which finds and returns the largest value in the cells selected	MIN	A function which finds and returns the smallest value in the cells selected	COUNTA	A function which finds the counts the number cells selected which contain text or numbers
Function name	Function										
SUM	A function which adds together the values in the cells selected										
MAX	A function which finds and returns the largest value in the cells selected										
MIN	A function which finds and returns the smallest value in the cells selected										
COUNTA	A function which finds the counts the number cells selected which contain text or numbers										

Week 5: Level Up Your Data Skills (You should also recap Week 2 this week)

Keywords	Knowledge								
Sorting - Re-organising data into a specified order Filtering - Temporarily removing data so that you only see data that matches the specified criteria	You can use sorting and filtering tools to manipulate the data in a spreadsheet so that it is easier to work with. More Functions <table border="1"> <thead> <tr> <th>Function Name</th><th>Function</th></tr> </thead> <tbody> <tr> <td>AVERAGE</td><td>A function which finds the mean average of the values in the cells selected</td></tr> <tr> <td>COUNTIF</td><td>A function which finds how many cells you have selected which meet your criteria</td></tr> <tr> <td>IF</td><td>A function which show different things depending on a criteria</td></tr> </tbody> </table> Example Question: Write function would you write to find out the number of cells from A1 to A100 which have a value in them which is more than 50?	Function Name	Function	AVERAGE	A function which finds the mean average of the values in the cells selected	COUNTIF	A function which finds how many cells you have selected which meet your criteria	IF	A function which show different things depending on a criteria
Function Name	Function								
AVERAGE	A function which finds the mean average of the values in the cells selected								
COUNTIF	A function which finds how many cells you have selected which meet your criteria								
IF	A function which show different things depending on a criteria								

Week 6: Spreadsheet Skills Project (You should also recap Week 3 this week)

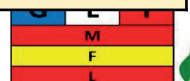
Keywords	Knowledge						
Conditional Formatting - Changing the way a cell looks, based on the content of the cell	When sorting into ascending size, numbers will go from smallest to biggest, letters will go from A-Z When sorting into descending size, numbers will go from biggest to smallest, letters will go from Z-A Data Analysis is a vital skill when using spreadsheets. Analysing the data allows you to use it to find out information and make decisions based on it. Data analysis involves using all of your spreadsheet skills to pick the most appropriate ones to manipulate and allow you to learn something from the data Charts allow you to show lots of information in an easily understandable format <table border="1"> <tbody> <tr> <td>Pie Chart</td><td>Allows you to compare totals out of a whole</td></tr> <tr> <td>Line Graph</td><td>Allows you to see trends and patterns over time</td></tr> <tr> <td>Bar Chart</td><td>Allows you to easily compare totals against each other</td></tr> </tbody> </table> Example Question: What chart would you use to show the average temperature per month over the course of a year? Why would you choose that chart?	Pie Chart	Allows you to compare totals out of a whole	Line Graph	Allows you to see trends and patterns over time	Bar Chart	Allows you to easily compare totals against each other
Pie Chart	Allows you to compare totals out of a whole						
Line Graph	Allows you to see trends and patterns over time						
Bar Chart	Allows you to easily compare totals against each other						

Y7 FRENCH K.O - HALF TERM 5

SCHOOL

1. Décris-moi ton collège. *Describe your school.*

Mon école s'appelle ... <i>My school is called ...</i>	c'est un grand collège <i>it's a big secondary school</i> c'est un petit collège <i>it's a small secondary school</i> c'est une école primaire <i>it's a primary school</i> c'est un lycée <i>it's a sixth form college</i>	qui se trouve <i>which finds itself (is located)</i>	dans le nord de l'Angleterre <i>in the north of England</i> dans le sud de la France <i>in the south of France</i> dans l'ouest de l'Espagne <i>in the west of Spain</i> dans l'est des États-Unis <i>in the east of England</i> dans le sud-ouest de l'Angleterre <i>in the south-west of England</i>
Les cours commencent <i>The lessons start</i> Les cours finissent <i>The lessons finish</i> La journée scolaire commence <i>The school day starts</i> La journée scolaire finit <i>The school day finishes</i>	à huit heures (08:00) <i>at eight o'clock</i> à huit heures et quart (08:15) <i>at a quarter past eight</i> à trois heures et demie (15:30) <i>at half past three (pm)</i> à seize heures moins le quart (15:45) <i>at a quarter to four (pm)</i>	à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> au bord de la mer <i>at the seaside</i> au centre-ville <i>in the town centre</i>	
Dans mon collège <i>In my school</i> Dans mon lycée <i>In my sixth form college</i> Dans mon école primaire <i>In my primary school</i>	il y a <i>there is/are</i> nous avons <i>we have</i> on a <i>we have</i>	beaucoup de <i>lots of</i> plein de <i>plenty of</i> tellement de <i>lots of</i> trop de <i>too many</i>	professeurs / profs <i>teachers</i> (d')élèves <i>pupils</i> (d')étudiants <i>students</i> salles de classe <i>classrooms</i> règles <i>rules</i> un terrain de sport <i>a sports field</i> un court de tennis <i>a tennis court</i> un laboratoire <i>a laboratory</i> une cour de récréation <i>a playground</i> une cantine <i>a canteen</i> une piscine <i>a swimming pool</i>



Y7 FRENCH K.O - HALF TERM 5

SCHOOL

2. Qu'est-ce que tu étudies ? *What do you study?*
 Quelle est ta matière préférée ? *What is your favourite subject?*

Le lundi <i>On Mondays</i>	j'étudie <i>I study</i>	le dessin <i>art</i> le français <i>French</i> le théâtre <i>drama</i>	parce que	je trouve ça <i>I find it</i>	génial <i>great</i> intéressant <i>interesting</i>
Le mardi <i>On Tuesdays</i>	nous étudions <i>we study</i>	l'espagnol <i>Spanish</i> l'allemand <i>German</i>	car	je pense que c'est <i>I think that it's</i>	passionnant <i>exciting</i> fantastique <i>fantastic</i> chouette <i>great</i>
Le mercredi <i>On Wednesdays</i>	Negative	l'anglais <i>English</i> l'informatique <i>IT</i> l'histoire <i>history</i>	puisque		drôle <i>funny</i> utile <i>useful</i>
Le jeudi <i>On Thursdays</i>	je n'étudie pas <i>I don't study</i>	la technologie <i>DT</i> la géographie <i>geography</i>		à mon avis c'est <i>in my opinion it's</i>	pratique <i>practical</i> facile <i>easy</i> créatif <i>creative</i> éducatif <i>educational</i> sensass <i>awesome</i>
Le vendredi <i>On Fridays</i>	je n'étudie jamais <i>I never study</i>	la musique <i>music</i> la religion <i>RE</i>		selon moi c'est <i>according to me it's</i>	
Tous les jours <i>Every day</i> Chaque jour <i>Every day</i>		l'EPS <i>PE</i>			barbant <i>boring</i> ridicule <i>ridiculous</i> difficile <i>difficult</i> nul <i>rubbish</i> affreux <i>awful</i> ennuyeux <i>boring</i>
À neuf heures <i>At nine o'clock</i>	Opinion Verb	les maths <i>maths</i> les sciences <i>science</i>			
À neuf heures et quart <i>At a quarter past nine</i>	Ma matière préférée est <i>My favourite subject is</i>				
À neuf heures et demie <i>At half past nine</i>	Ça m'intéresse <i>I'm interested in</i>				
À dix heures moins le quart <i>At a quarter to ten</i>	J'aime J'adore Je n'aime pas Je déteste		Verb		
			je suis <i>I am</i> je ne suis pas <i>I am not</i>	fort(e) en ça <i>good at it</i> faible en ça <i>weak at it</i> doué(e) en ça <i>talented at it</i>	

If you do not have any subjects that you study every day, you could use 'sauf' meaning 'except'.

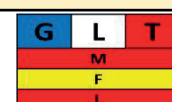
E.g. J'étudie l'anglais tous les jours **sauf** le jeudi.
 I study English every day except Thursdays.

Y7 FRENCH K.O - HALF TERM 5

SCHOOL

3. Est-ce que tu portes l'uniforme scolaire ? *Do you wear school uniform?*
 Comment est le règlement dans ton collège ? *What are the rules like at your school?*

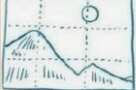
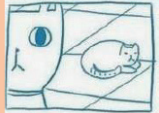
Dans mon collège <i>In my school</i>	je porte <i>I wear</i>	l'uniforme scolaire <i>school uniform</i>	marron <i>brown</i> orange <i>orange</i>
Dans mon lycée <i>In my sixth form college</i>	nous portons <i>we wear</i>	un costume <i>a suit</i> un jean <i>jeans</i> un pantalon <i>trousers</i> un polo <i>a polo shirt</i> un pull <i>a jumper</i> un tee-shirt <i>a t-shirt</i>	rouge(s) <i>red</i> rose(s) <i>pink</i> jaune(s) <i>yellow</i>
Dans mon école primaire <i>In my primary school</i>	il faut porter <i>we have to wear</i>	une chemise <i>a shirt</i> une cravate <i>a tie</i> une jupe <i>a skirt</i> une veste <i>a jacket/blazer</i> une robe <i>a dress</i> une casquette <i>a cap</i>	bleu(e)(s) <i>blue</i> gris(e)(s) <i>grey</i> noir(e)(s) <i>black</i> vert(e)(s) <i>green</i>
Chez nous <i>At our school</i>	je voudrais porter <i>I would like to wear</i> je préférerais porter <i>I would prefer to wear</i>	des chaussettes <i>socks</i> des chaussures <i>shoes</i> des baskets <i>trainers</i> des bottes <i>boots</i> des lunettes de soleil <i>sunglasses</i> des gants <i>gloves</i>	blanc(he)(s) <i>white</i> violet(te)(s) <i>purple</i>
	il faut <i>it is necessary to (we have to)</i> on doit <i>we must</i> il est interdit de/d' <i>It is forbidden to</i>	être à l'heure <i>be on time</i> faire ses devoirs <i>do your homework</i> mâcher du chewing-gum <i>chew gum</i> utiliser son portable en classe <i>use your phone in class</i> porter des bijoux <i>wear jewellery</i> porter des piercings <i>wear piercings</i> porter du maquillage <i>wear make-up</i> sortir de l'école <i>leave school</i> manquer les cours <i>miss/skip lessons</i> tricher <i>cheat</i> harcéler d'autres élèves <i>bully other students</i>	ce que je trouve... <i>which I find...</i> juste <i>fair</i> injuste <i>unfair</i> important <i>important</i> stupide <i>stupid</i> ridicule <i>ridiculous</i> trop sévère <i>too strict</i>



Art, Craft and Design

WEEK 1 & 5:

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

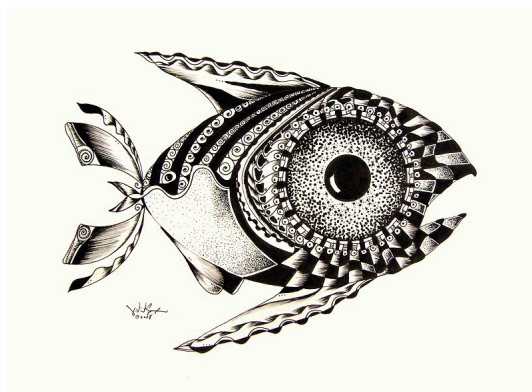
Methods of Recording		Colour Theory																		
Observational drawing	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white																		
First hand observation	Drawing directly from looking at objects in front of you.																			
Second hand observation	Drawing from looking at images of objects.																			
Photographs	Using a camera or smartphone to record images will class as first hand observation.	Complimentary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple																		
Sketches	Basic sketches and doodles can act as a starting point for development.																			
Tonal shading	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		 <table border="1"> <tr> <td>LINE</td><td></td><td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td></tr> <tr> <td>SHAPE</td><td></td><td>2D/flat, geometric (square, circle) organic (non straight edges)</td></tr> <tr> <td>FORM</td><td></td><td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td></tr> <tr> <td>COLOUR</td><td></td><td>Refers to the light, hue, value and intensity of the pigment.</td></tr> <tr> <td>TEXTURE</td><td></td><td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)</td></tr> <tr> <td>SPACE</td><td></td><td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td></tr> </table> 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	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.
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WEEK 2 & 6:

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

J Vincent Scarpace

Born 1971 in Buffalo, New York, USA. Both parents were artists and his mother taught him how to draw and paint by the age of 2. Worked as a teacher as well as a production and studio artist. He is best known for his abstract pictures of fish that explore the formal elements of line, colour, pattern and shape. His work is also influenced by pointillism. He also uses his fingers to paint the dots in his work.



J Vincent Scarpace is inspired by sea creatures. His work is created using vibrant coloured acrylic paints. Scarpace's work focuses on circular, organic shapes to create a sense of flow to his work.



WEEK 3:

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

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

WEEK 4:

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.

Combined Science Knowledge Organiser Year 7 Half Term 5

Biology		Physics		Working Scientifically	
Keyword	Definition	Keyword	Definition	Keyword	Definition
Biodiversity	The variety of all living organisms on Earth.	Energy	The ability to do something.	Independent variable	The variable for which values are changed or selected by the investigator.
Bioaccumulation	The buildup of toxins in a food chain that cannot be excreted.	Kinetic Energy	The energy stored in moving objects.	Dependent variable	The variable for which the value is measured for each and every change in the independent variable.
Prey	Animals that are eaten by predators.	Thermal Energy	The energy stored in hot objects.	Control variable	The variable that is to be kept constant or at least monitored.
Producer	Organisms that can make their own food, they start off a food chain.	Power	The rate of energy transfer.	Accuracy	A measurement result is considered accurate if it is judged to be close to the true value
Pollination	The act of transferring pollen from one flower to another.	Energy Resource	Systems that can store large amounts of energy.	Validity	Suitability of the investigative procedure to answer the question being asked.
Fertilisation	The joining of a male and female sex cell.	Gravitational Potential Energy	The energy stored in objects above the ground.	Calculate	Work out the value of something
Reproduction	The process of making a new organism.	Elastic Potential Energy	The energy stored in stretchy and compressed objects.	Define	State the precise meaning of an idea or concept.
Consumer	An animal that eats other animals and plants.	Chemical Energy	The energy stored in chemical bonds.	Conclude	Arrive at a judgement or opinion by reasoning and using scientific evidence.
Population	The total number of individuals of a species in a given area.	Renewable	A resource that can be replenished as it is used.	Describe	Recall some facts, events or processes in an accurate way.
Predator	An animal that eats only other animals.	Non-Renewable	A resource that will eventually run out as it is used up.	Explain	Make something clear, or state the reasons for something happening.
Most Important Fact					
All organisms impact one another, in a food chain energy is transferred between organisms as they consume one another. Plants also need to reproduce, the male sex cell in plants is pollen and the female sex cells are eggs. Pollinators transfer pollen between flowers so that fertilisation can occur.		Energy is always conserved, it cannot be created or destroyed only transferred from one store to another. Energy is the ability to do something, the more energy stored the more can be done. Energy is stored in different energy stores and transferred from store to store by different mechanisms.		When doing a scientific investigation some variables must be controlled so that only the independent variable affects the dependent variable. Measurements must be repeated so that results are as accurate as possible.	

Year 7 Modern Britain Half Term 5 Knowledge Organiser

Week	Key themes -	Key terms	Additional information
1 Intro to Religion, Peace and Conflict	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	Forgiveness - willingness to not blame a person anymore for the wrongs they have done	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.
	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	Justice - making things fair again	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.
	Reconciliation - means a conscious effort to rebuild a relationship which has been damaged by conflict. The main message of Islam is peace (salam means 'peace' or 'safety')	War - fighting between nations to resolve issues between them	
Week	Key themes - Christian and Muslim beliefs about Peace and Conflict	Key terms	Additional information
2 Violence and Violent Protest	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.	Terrorism use of violence and threats to intimidate especially for Political purposes to create a state of Fear in a population	The right to protest Express Disapproval often in public group is a fundamental democratic freedom
	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	Violence - causing harm to someone	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
	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.	Protest - voicing disagreement with something	Terrorism (the unlawful use of violence usually against innocent civilians to achieve a political goal) is more serious form of violent protest. <i>'The purpose of terrorism lies not just in the violent act itself. It is in producing terror. It sets out to inflame, to divide, to produce consequences which (terrorists) then use to justify terror'.</i>
Week	Key themes – 3 reasons for war	Key terms	Additional information
3 Reason for war	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	Retaliation - deliberately harming someone as a response to them harming you.	Bible and the Qur'an warn against greed 1 TIm 6:10 and Qu'ran 4: 36-37. Jesus taught that retaliation is wrong.
	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)	Conflict - a disagreement which escalates.	Many Christians for this teaching in their own lies but find it more difficult in situations of War. 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
	Retaliation - to fight against the country that has done something very wrong . To fight against the country which is attacked or damaged your country	Greed - selfish desire for something.	

Year 7 Modern Britain Half Term 5 Knowledge Organiser

Week	Key themes	Key terms	Additional information
4 Nuclear War and Weapons of Mass Destruction	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	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	God created all life on Earth and Muslims have a duty to care for and preserve it The use of nuclear weapons would destroy cos creation killing millions of innocent people 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” Some reason see the position of nuclear weapons deterrent to meet maintain peace and prevent attack
	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	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	
	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.	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	
Week	Key themes -		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	just war rules around fighting a war accepted to Christianity. War - armed conflict between two or more sides.	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.
	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	Weapons of mass destruction - weapons which cause uncontrollable and untold damage for example nuclear weapons	
Week	Key Themes		Key Terms
6 The Holy War	For a holy war to be justly declared, the faith of Islam must be under threat or the right to worship and practise Islam must be denied to individuals or groups. Holy War must only be declared by a religious leader. If this happens, Muslims feed they have a duty to respond, unless their families could not survive without them. AS with a just war, a holy war must be the last resort, in self - defence, following negotiation and diplomatic efforts to find a solution.		Holy war - fighting for a religious cause or God, probably controlled by a religious leader. War - fighting between nations to resolve issues between them.
	Historically holy wars have been fought by Christians and Muslims. The Crusades were a series of holy wars which lasted from 1095 to 1291 ce. Christians from Western Europe fought to maintain the Christian faith in the holy cities of the Middle East. Both sides believed that they were fighting a holy war on behalf of God.		

Extra Lesson 1	Key themes	Key Terms	Additional information
Pacifism and Peacemaking	Pacifists strongly believe that it is best to work to prevent war from happening. Promoting justice and religious and human rights is an important part of this.	Pacifist - a person who follows pacifism	Islam is a religion of peace. It is difficult for Muslims to identify themselves as pacifists because of the duty of the jihad, and also because of what is instructed in the Qur'an.
	Pacifists believe it is always wrong to fight, even in self defence. Human lives are so valuable that nothing can justify putting them under threat, even using violence to help an innocent person who is being attacked	Pacifism - the belief of people who refuse to take part in war.	Peace is not just an absence of war, it is a sense of wellbeing and security. Being at peace with oneself helps people to avoid conflicts with others. Many Muslims find that this sense of inner peace comes from submitting their lives to God and to their faith.
	Some pacifists involve themselves in political discussions to press the pacifist cause, even when war is not on the agenda. They will argue against conflict.	Peace - an absence of conflict, which leads to happiness and harmony.	Being part of the ummah (brotherhood) gives them a feeling of solidarity and support.
Extra Lesson 2	Key themes -		Additional information
Victims of war	Victims of war include injured members of the armed forces, the families of those who died or were injured in war, civilians left in a war zone where everything has been destroyed and refugees from war torn countries, like Syria and Afghanistan.		The effects of war can have a lasting effect on one's life or family. This can be through death or injury and the support that both religions give are crucial to the living of people who are victims of war. In the UK this is not such a problem because we have benefits to ensure people have enough resources to live and if a member of the military is killed or injured, financial systems are in place to look after the family; this is represented by the Royal Legion and Help the Heroes charities.
	Victims of war may need the following help:- psychological support, medical help for injuries, a safe place to live, access to food and clean water, a means of earning a living, money to live on if the main wage earner dies. Both religions believe that people should get help and support from their community and charities.		
Extra Lesson 3	Key Themes		Additional information
Responses to victims of war	Christian Aid - a charity which works to end poverty and promotes peace, justice and human rights so that war is prevented. It raises money to support local organisations and refugees from places like Gaza, Afghanistan and Syria.		The parable of the sheep and goats and the good samaritan taught that everyone is everybody else's neighbour, regardless of age, race, gender, religion.
	Caritas - a Catholic charity that serves the poor and helps with shelter and food.		
	Muslim Aid - a charity provides short and long term aid to victims of war and other disasters. An example of this is a orphanage set up in Turkey, called the Beity Orphanage. This charity supports children who have lost' parents to a war.		Islamic Relief allocate resources regardless of race, political affiliation, gender or belief and without expecting anything in return. This work follows the teachings of the Qur'an.
	Islamic Relief - provides short term aid to victims of war during disasters and emergencies.		
	Quotes: Jesus taught 'Love your neighbour as yourself' Mark 12:31 The Qur'an teaches 'Whoever saved a life, it would be as if they saved the life of all mankind' Qur'an 5:32		There are many organisations that offer help and care for victims of war and believe that the life and welfare of human beings is all that matters.

Year 7 History - Term 5 Empire

Week 1			
What is an Empire?		The Sepoy Rebellion	
Key words Empire = When a country/ group of countries is ruled by another country		Key Words Sepoy - Indian Soldier	Key Dates 1857-1858 - Sepoy Rebellion
Key Facts 1. The British empire covered almost one third of the world people used to say 'the sun never sets on the British empire' 2. Britain wanted an empire for 3 main reasons- to spread Christianity, to take goods, to have safe areas to anchor ships.		Key Facts 1. British rulers upset the Indian troops by trying to force them into Christianity and sent them into dangerous places first. 2. In 1857 the British brought in a new gun, in order to load the ammunition the Sepoy's had to put the ammunition cartridge in their mouth. The cartridges had the grease of cows and pigs on which broke the religion of the Sepoy soldiers. 3. The soldiers refused and a war broke out between the British and the Sepoys , eventually the British won and as a punishment made the Sepoys lick blood from the battlefield and tied them to canons and fired them	

Week Two - Amritsar Massacre	
Key Words Conscription - compulsory enlistment into the armed forces, usually in a time of war	Key Dates 13th April 1919 - Amritsar Massacre
Key Facts 1. On 13 April 1919, over 10,000 men, women and children gathered in an enclosed park in Amritsar, the Jallianwala Bagh, which had only one accessible exit. The British authorities had given orders banning large gatherings of people, but not everyone had been made aware of this. 2. Some of the people who had gathered were protesting against British rule. Many others had gathered to celebrate a Sikh festival. 3. Without warning, a British general, Colonel Dyer, had his troops block the only exit and shoot into the unarmed crowd. 4. It was initially estimated that over 350 people were killed, with over a thousand more injured. However, some historians now suggest that the death toll may have been higher 5. Reports of the massacre spread across the world, and calls to give India its independence began to grow.	

Week 3- The British Empire and Australia			
Week Three - British Colonisation of Australia		Week Three - Transportation	
Key Words Colony - a country or area under the control of another country and occupied by settlers from that country.	Key Dates 1770 - Captain Cook claims Australia as a British Colony	Key Words Transportation - the relocation of convicted criminals to a distant place, often a colony Penal Colony - distant or overseas settlement established for punishing criminals by forced labour and isolation from society Chain gang - a group of prisoners chained together to perform physically challenging work as a form of punishment	
Key Facts 1. When the British arrived they spread smallpox which wiped out thousands of Native Australians 2. The British began to mass murder the Australian people through driving them off of cliffs and shooting them into mass graves.		Key Facts 1. Transportation to Australia began in 1787, 17 years after Captain Cook's discovery of Australia. 2. The first 11 ships left in May 1787 from Portsmouth with 736 convicts on board. 3. 40 people died during the eight-month journey to Botany Bay 4. Most criminals sent to Australia were convicted of theft. Their punishment was to carry out their sentence in a penal colony 5. Once in Australia, some convicts were made to work building roads or breaking rocks. Many convicts were assigned to a free settler to work. 6. For good behaviour, some convicts could secure early release after four years through a ticket-of-leave. Others were given a 'conditional pardon' and were then able to find paid work of their own for the remainder of their sentence. 7. Once free, many settled in Australia and did not return home. This was partly because few could afford to pay for the return journey.	

Week Four - Mayflower Voyage	
Key Words Mayflower Steps- Found at the Barbican. They were used by the Pilgrims when they sailed to America. The Mayflower- The ship that sailed from Plymouth to America in 1620. Puritans- Very strict Protestants who wanted to remove all Catholic ideas. The Pilgrims- The name given to the Puritans who sailed on the Mayflower from Plymouth to America. Squanto- A local tribesman who showed the Puritans how to grow crops after they moved to Plymouth in America. Thanksgiving Day- The day Americans celebrate when the Pilgrims were helped by the Native Tribesmen to grow crops and survive in America. Metacorn/King Philip- The Chief of the Wampanoag tribe	Key Dates 16th September 1620- Mayflower set sail from Plymouth. 11th November 1620- The Mayflower landed in America (Massachusetts). 16th December 1620- The Puritans arrived in the location of their new colony, Plymouth. 1675- King Philip's War- ended the peace between the Pilgrims and the local Native tribes.
Key Facts 1. Puritans wanted to leave England because they believed the Church of England (the Protestants) were not acting how they should be. 2. There were 102 passengers who sailed on the Mayflower for 66 days from Plymouth to America. 3. 51 of the passengers on the Mayflower had died by the end of the first Winter. The British struggled to grow crops so starvation and disease was causing problems. 4. A local native tribesman called Squanto showed the settlers how to plant 20 acres of corn and six acres of barley successfully. 5. To celebrate their successful harvest-and to give thanks to God for their good fortune- the settlers tucked into a feast of turkey and goose. They invited the local tribesmen to join them. 6. The first meal enjoyed together by the tribesmen and settlers is remembered in the United States of America today. It is called 'Thanksgiving Day'. 7. King Philip's War started because the colonists demanded the peace agreement between the Pilgrims and the local tribes should mean the Wampanoag hand over any guns. 8. King Philip's War was seen as a final attempt to drive out the colonists and lasted 14 months. It is considered the deadliest war in American history.	

Week Five - USA Independence	
Key Words Tax - a compulsory contribution to the government	Key Dates 1775- 1783 - American War of Independence 5th March 1770 - Boston Massacre 16th December 1773 - Boston Tea Party
Key Facts 1. In the 1760s, the British Government passed several new tax laws on: tea, lead, paint, paper, and glass coming into colonial ports. These taxes made the colonists incredibly angry 2. To keep order, the British sent soldiers to Boston. On 5th March 1770, British soldiers fired shots into a crowd, this event became known as the Boston Massacre. 3. After the massacre, Britain passed a law that allowed a British company to sell tea more cheaply than the colonists 4. On December 16, 1773, the colonists, angry at the new law, boarded British ships in Boston Harbour and threw their crates of tea into the water. This event became known as the Boston Tea Party. 5. Small outbreaks of rebellion continued until the colonists realised their issues with Britain could not be solved peacefully 6. In 1775 the American War of Independence began after clashes between the British army and the colonists 7. On July 4, 1776, the Declaration of Independence was signed by the 13 colonies - this united the different colonies and was an agreement to form the United States of America 8. In the early years of the war the colonists struggled against the well equipped British Army however after making an alliance with the French they were able to defeat the British in many battles; the British soon realised they could not win and surrendered on 19th October 1781 9. The Treaty of Paris was signed on 3rd September 1783, in Paris, France. By signing the treaty, Britain agreed that the United States was an independent country	

Week Six - WW2 and the British Empire			Key Dates - 1939 - WW2 breaks out
Keywords- Victoria Cross - Awarded for acts of bravery, the highest military honour			
Key Facts			
India 1. When World War Two broke out in September 1939, Britain called upon countries from across the British Empire for help - The contribution from people across the Empire was crucial in helping Britain to defeat Nazi Germany. 2. Despite the importance of their role, those who had been recruited from the empire were not always treated equally. 3. World War Two was not the first time that Britain sought help from countries from across the British Empire - Many nations' soldiers had already fought alongside British troops during World War One. 4. By the end of the war 2.5 million volunteer Indian soldiers had fought for Britain and had won 30 Victoria Cross medals for acts of bravery 5. 87,000 Indian soldiers were killed			
The Caribbean 1. Men from the Caribbean, sometimes also called the West Indies, who joined the war effort were placed in their own Caribbean Regiment. This was formed in April 1944. The Caribbean Regiment had 10,000 volunteer troops. 2. Britain still held many racist attitudes and there was a ban on black men joining the Navy - many men from the Caribbean did join the Merchant Navy, but sailors from the British Empire were paid about one third of the wages that white sailors were paid. 3. It is estimated that approximately 600 Caribbean women travelled to Britain during World War Two to support the armed forces, make deliveries and maintain military equipment.			
New Zealand 1. 140,000 New Zealanders served abroad during WWII. 2. Unlike most countries in the empire, New Zealand was willing to allow its Navy and air force troops to be commanded by Britain 3. This meant many New Zealand airmen flew for the RAF. New Zealand also provided the RAF with 30 Wellington bombers for their use.			
Week Seven - Indian Independence			Week Seven - Legacy of the British Empire
Key Words	Key Dates	Key Words	
Salt works - Where salt is mass produced	1930 - Salt March 30 January 1948 - Gandhi's murder	Commonwealth - an association of countries across the world, usually historically connected to the British Empire	
Key Facts		Key Dates- 1926 - Commonwealth created 1947 - Indian Independence 1981 - Belize Independence	
1. Indians needed to supplement their diets with salt - The British knew this, and they controlled all of the salt in India. They sold it to Indians for a very high price, making huge sums of money for the British. 2. To highlight this unfairness, Gandhi decided to march to the salt works at Dharasana on the coast of India, gathering followers along the way 3. The 'Salt March' acted as an effective tool of resistance against the Empire as it showed the British Government the India was prepared to fight for equality and freedom 4. At the end of World War Two in 1945, Britain was almost bankrupt. The government decided that it must look into Indian independence to save the Empire money 5. In 1947 Lord Louis Mountbatten was in charge of deciding India's fate and India was granted independence but the country was divided into a few areas 6. Violence broke out along the newly created borders. It is thought that over half a million Indians of all different religions were killed during the fighting in 1947 and 1948. 7. On 30 January, 1948, Gandhi was shot three times by an Indian Hindu, angry that India had been divided following its independence		1. In 1926 the Commonwealth was set up between Britain and all of its states. This was an agreement that all of the states in the Commonwealth were considered equal. 2. By the end of World War Two in 1945 it became clear that: Britain could no longer afford to maintain its empire and that British attitudes were changing 3. More people began to believe that having an Empire was wrong and that Britain had no right to rule over other states by force 4. Countries like the USA and the Soviet Union, who had been Britain's allies during World War Two, supported decolonisation 5. Then, in 1947, following years of campaigning, British India was split into two independent nations, India and Pakistan. 6. This inspired several other countries across Asia, Africa, the Caribbean and elsewhere to push for their own freedom. 7. One of the first African countries to become independent from Britain following World War Two was Ghana, in 1957. 8. Hong Kong was one of the last to gain independence in 1997.	

Physical and Health Education																	
Cricket	Rounders																
Week 1	Week 2																
Scoring: Runs are scored in cricket when the batter hits the ball and both them and their partner run to the crease (the crease is the box around the stumps) by the opposite set of stumps. The batting pair can run as many times as they chose but can be run out by the fielding team. If the batter hits the ball over the boundary rope without the ball hitting the floor they score six runs. If the ball does hit the floor before it reaches the boundary rope then four runs are scored. Runs are also awarded to the batting team when the bowling team bowls a wide or no ball. These are known as 'extras' and one run is awarded for each. Ways of getting out: In cricket there are multiple ways that a batter can get out. The main ways are caught, bowled, LBW (leg before wicket), run out and stumped. Run out is when the batting team attempts to score a run by running between the wickets but the fielding team get the ball to the stumps and take the bails off before the batters reach the crease. If the batter attempts to hit the ball and misses it but leaves their crease, they can be stumped by the wicket-keeper. If the ball hits the batter on the leg in line with the stumps and would have gone on to hit the stumps they are out LBW. Rules of bowling: When bowling the ball the bowler must keep their bowling arm straight and keep their foot behind the front line of the crease. Failure to do either of these will result in the delivery being called a no ball. The ball must bounce once before it reaches the batter and the batter must be able to reach it. If the batter cannot reach the ball it will be called a wide and the bowler will have to bowl it again. The bowler will bowl six balls in a row, known as an over, and then the next bowler will bowl from the opposite end.	The purpose of a rounders match is for two teams to compete against each other using striking and fielding techniques. Rules: - Two teams of 9 will play against one another however you can play with a minimum of 6 players per team. - A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game. - When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'. - Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in. - Batters must stand in the batting square when batting. - Bowlers must stand in the bowlers square when bowling. - Bowlers must bowl the ball using an underarm throw. - When the bowlers have the ball in their square, the fielders if between bases must wait at the next base. - Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn. Scoring: You can get points in rounders by doing the following... <table border="1"> <tr> <td>Hitting the ball and getting to 4th = 1 Rounder</td><td>Not hitting the ball and getting to 4th = ½ Rounder</td><td>Hitting the ball backward and getting to 4th = 1 Rounder</td></tr> <tr> <td>Hitting the ball and getting to 2nd or 3rd = ½ Rounder</td><td>The bowler bowling 2 'No Balls' in a row = ½ Rounder</td><td>The fielder causes obstruction = ½ Rounder</td></tr> <tr> <td colspan="3">Hitting the ball backwards and getting to 2nd/3rd = ½ Rounder</td></tr> </table> How to get out: When betting you are out if any of the following happen... <table border="1"> <tr> <td>If a batter drops the bat on their turn</td><td>If the batter hits the ball and a fielder catches it before it bounces</td><td>If the batter runs to a post and base and it is stumped in the process</td></tr> <tr> <td>If a batter runs on the inside of the posts and bases</td><td>If the batter forgets to keep contact with a post and base and it is then stumped</td><td>If the batter behind them over takes them</td></tr> </table>		Hitting the ball and getting to 4th = 1 Rounder	Not hitting the ball and getting to 4th = ½ Rounder	Hitting the ball backward and getting to 4th = 1 Rounder	Hitting the ball and getting to 2nd or 3rd = ½ Rounder	The bowler bowling 2 'No Balls' in a row = ½ Rounder	The fielder causes obstruction = ½ Rounder	Hitting the ball backwards and getting to 2nd/3rd = ½ Rounder			If a batter drops the bat on their turn	If the batter hits the ball and a fielder catches it before it bounces	If the batter runs to a post and base and it is stumped in the process	If a batter runs on the inside of the posts and bases	If the batter forgets to keep contact with a post and base and it is then stumped	If the batter behind them over takes them
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Athletics - Week 3	Thinking ME: Cardiovascular System - Week 4&5														
Athletics consists of a number of different events. These events always involve at least one of the following: running, jumping or throwing. Throwing events include shot put, javelin. Discus and hammer Running events differ in distance from short distance sprints to long distance endurance races. These events include 100m, 200m, 400m, 800m, 1500m, 5000m and 10'000m. In some of these races, students also have hurdles to jump over Jumping events include the following: triple jump, long jump, high jump and pole vault. People who are good at certain events may not be as good at others, for example to throw a shot put as far as you possibly can, it requires strength, however to be a good long distance runner strength is not an asset required. To be a good long distance runner and record as fast a time as you possibly can you would need good aerobic endurance, meaning high levels of stamina. Athletics events you will cover in your PE lessons at Stoke Damerei are: 100m 200m 800m 1500m Shot put Javelin High jump	<table border="1"> <tr> <td>Atrium</td><td>Located at the top of the heart, collect blood from the body and moves blood into the ventricles</td></tr> <tr> <td>Ventricle</td><td>Collect blood from the atriums ready to send out to the body and lungs.</td></tr> <tr> <td>Areties</td><td>The blood vessel that transports blood from the heart around the body at high pressure.</td></tr> <tr> <td>Veins</td><td>The blood vessel that transports blood to the heart around the body at high pressure.</td></tr> <tr> <td>Capillaries</td><td>The smallest blood vessel in the body</td></tr> </table> Structure of the heart - imagine the heart as a box with 4 quarters, each ¼ has a different name and job. <table border="1"> <tr> <td>Right Atrium - The chamber at the top of the heart collecting blood from the body</td><td>Left Atrium - The chamber at the top of the heart collecting blood from the lungs</td></tr> <tr> <td>Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs</td><td>Left Ventricle - The chamber at the bottom of the heart, sends blood to the body.</td></tr> </table>	Atrium	Located at the top of the heart, collect blood from the body and moves blood into the ventricles	Ventricle	Collect blood from the atriums ready to send out to the body and lungs.	Areties	The blood vessel that transports blood from the heart around the body at high pressure.	Veins	The blood vessel that transports blood to the heart around the body at high pressure.	Capillaries	The smallest blood vessel in the body	Right Atrium - The chamber at the top of the heart collecting blood from the body	Left Atrium - The chamber at the top of the heart collecting blood from the lungs	Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs	Left Ventricle - The chamber at the bottom of the heart, sends blood to the body.
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	Healthy ME: Week 6 - Healthy Eating Energy & Hydration Energy - To be active and healthy, food is needed to provide energy for the body. - Food and drinks (except water) provide energy for the body so that we can grow, be active and stay healthy. - Different types of food provide different amounts of energy. - Carbohydrates, such as bread, pasta and rice, are the main source of energy for the body. - Energy is measured in kilojoules (kj) and kilocalories (kcal). Hydration - Our body is nearly two-thirds water, so drinking enough fluid to stay hydrated is important. - Water is essential for life and it is important to get the right amount of fluid to be healthy. - The body loses water all the time, when we go to the toilet, from sweat and also evaporation from skin. If we do not consume enough water, we become dehydrated.														

Aspire (ACHIEVE) Thrive

Develop your character

