



The Academy  
at Shotton Hall

# YEAR 7 KNOWLEDGE ORGANISER

"KNOWLEDGE IS POWER"

Francis Bacon

# 1 Key Words!

## Knowledge Organiser - Year 7 - Working Scientifically

**Accuracy:** Data that is close to the true value

**Line of Best Fit:** A line which goes through as many points as possible on a graph.

**Anomalies (Outlier):** Results which do not fit the pattern

**Evidence:** Data which is used to back up a statement.



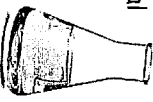

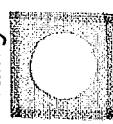
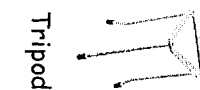
**Fair Test:** You only change one factor at a time to make something a fair test


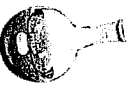
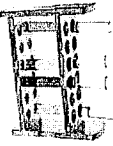

**Categoric :** When there are limited number of possible values.

**Continuous:** When there are infinite number of possible values.

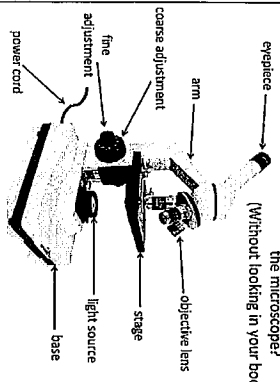
**Observational Enquiry:** Questions that can be investigated using observations.

**Pattern Seeking Enquiry:** Questions that can be investigated by collecting data from variables.

### 3. Lab Equipment!



Can you remember all 9 parts of the microscope? (Without looking in your book!)

- A microscope is used to examine very small specimens.
- Place the slide on the stage.
- Look through the eyepiece too see the specimen.
- A light is shone from the light source through the specimen allowing you to see the image.
- The adjustment wheels are used to bring the sample into focus.

### 6 Microscopes!

**Physical hazards**

Explosive

Flammable

Oxidising

Compressed gas

Corrosive

Health hazards

Health hazard

Environment hazard

Environment hazard

### 2 Hazard Symbols!

You will find hazard symbols on bottles of chemicals in the laboratory. They will tell you about any hazards of the chemical in the bottle you are working with. They are there to keep us safe in the lab.

**Units of length:** millimetres (mm), centimetres (cm), meters (m), kilometres (km)

**Units of time:** seconds (s), minutes (mins), hours (h)

**Units of mass:** Grams (g), kilograms (kg)

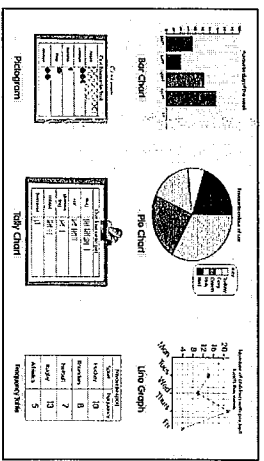
**Units of volume:** cm<sup>3</sup>

**Units of temperature:** Celsius (°C) Fahrenheit (°F)

### 5 Graphs and Tables!

Depending on your data you will have to use different types of graph to represent your data.

- A bar chart is used when the data fits into distinct categories.
- A scatter graph is used to show the link between two different variables.
- A line graph is used to show how one variable changes over a period of time.



**Aim** What is the purpose of your investigation?

**Prediction** What you think you will find during the investigation

**Hypothesis** A scientific explanation of why you think this will happen

**Variables:**

Independent / Dependent / Control

**Equipment List** detailed

**Method** Written in future tense. Step by step instructions

It must tell you to repeat your readings 3 times

**Risk Assessment**

**Conclusion** What you discovered during the investigation

**Evaluation** How you would improve your investigation if you were to do it again

### 7 Writing a Method!

### 8 Further Reading!

Working Scientifically

Topic	Link
Lab Rules Song	<a href="https://www.youtube.com/watch?v=BRDAbYavDqQ">https://www.youtube.com/watch?v=BRDAbYavDqQ</a>
Bunsen Burners	<a href="https://www.youtube.com/watch?v=QIDUVMWacEQ">https://www.youtube.com/watch?v=QIDUVMWacEQ</a>
Graphs	<a href="https://www.youtube.com/watch?v=I2BwzZlqai8">https://www.youtube.com/watch?v=I2BwzZlqai8</a>
Tables	<a href="https://www.youtube.com/watch?v=Fe0HYELH74">https://www.youtube.com/watch?v=Fe0HYELH74</a>
Hazard Symbols	<a href="https://www.youtube.com/watch?v=WQyOObamMw">https://www.youtube.com/watch?v=WQyOObamMw</a>
Variables Song	<a href="https://www.youtube.com/watch?v=fwU3YL_SD70">https://www.youtube.com/watch?v=fwU3YL_SD70</a>
Accuracy, Reliability and Precision	<a href="https://www.youtube.com/watch?v=MRX2lqaTZHY">https://www.youtube.com/watch?v=MRX2lqaTZHY</a>

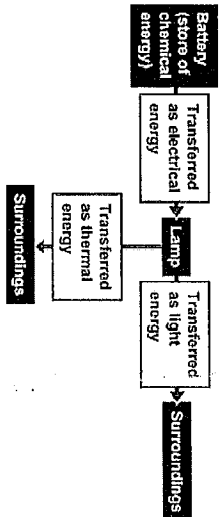
# Knowledge Organiser - Year 7 - Energy and Fuels

## KEY WORDS

- Power:** How quickly energy is transferred by a device (watts).
- Energy resource:** Something with stored energy that can be released in a useful way.
- Non-renewable:** An energy resource that cannot be replaced and will be used up.
- Renewable:** An energy resource that can be replaced and will not run out.
- Fossil fuels:** Non-renewable energy resources formed from the remains of ancient plants or animals.
- Thermal energy store:** Filled when an object is warmed up.
- Chemical energy store:** Filled during chemical reactions when energy is transferred to the surroundings.
- Kinetic energy store:** Filled when an object speeds up. Gravitational potential energy store: Filled when an object is raised.
- Elastic energy store:** Filled when a material is stretched or compressed.
- Dissipated:** Become spread out wastefully.

## 3. Energy transfers

Energy cannot just disappear, and you cannot end up with more than you had at the start. Energy cannot be created or destroyed, only transferred. This is the law of conservation of energy.



Energy can transfer from one store to another in different ways:

- By heating
- Mechanically
- Electrically
- By radiation
- By waves

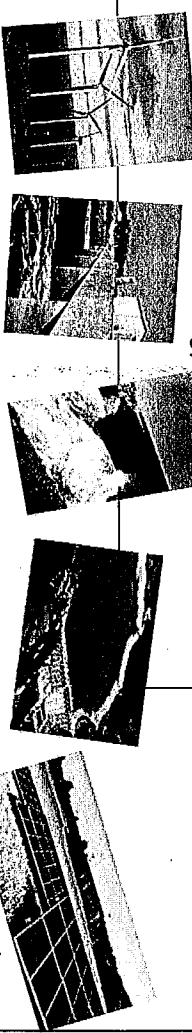
← We can represent energy transfers as a flow diagram.

We can see that not all the energy transferred is useful, and some is wasted, typically by increasing the temperature of the surroundings.

**Non-renewable energy** includes coal, gas and oil. Most cars, trains and planes use non-renewable energy. They are made by burning fossil fuels to create energy.

## 6 Renewable and non-renewable fuels

**Renewable energy** includes solar, hydro and wind energy. Wind energy is made when the wind moves the blades on a wind turbine. This movement creates wind energy which is converted into electrical energy.



Energy is measured in J and kJ. There are different forms of energy stores, including:

## 2 Energy stores

Energy to do with...	Type of energy store
food, fuels, batteries	chemical energy store
hot objects	thermal energy store
moving objects	kinetic energy store
position in a gravitational field	gravitational potential energy store
changing shape, stretching, or squashing	elastic energy store

## How much energy?

Different foods are stores of different amounts of energy. Food labels tell you how much energy is in the store associated with food. You need different amounts of energy depending on what you what you do each day.

Food	Energy (kJ) per 100 g
apple	200
banana	340
pasta	250
chips	1000
cooked beef	1000
chocolate	1500



Sleeping uses around 300 kJ of energy per hour.

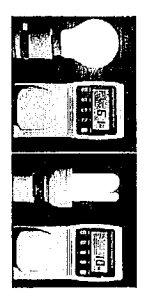
## 4. Energy in food

## 5 Power

You can calculate power using this formula:  $\text{power (W)} = \frac{\text{energy (J)}}{\text{time (s)}}$

Most appliances in your house will have a power rating. The higher the power rating - the more the appliance costs to use.

→ The bulbs are the same brightness, but the one on the right has a much lower power rating.



Energy suppliers use a different unit. This is the kilowatt hour, shown as kWh or kW/h. You can calculate the cost of energy using the following equations:

$$\text{energy in kWh} = \text{power in kW} \times \text{time in hours}$$

$$\text{cost} = \text{energy used in kWh} \times \text{cost of 1 kWh}$$

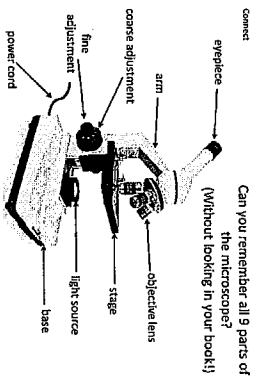
## 7 Further Reading

Energy stores/transfers	Energy
Fuels and resources	<a href="https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/1</a>
Energy in the home	<a href="https://www.bbc.co.uk/bitesize/guides/zoqk87h/revision/1">https://www.bbc.co.uk/bitesize/guides/zoqk87h/revision/1</a>
Domestic energy	<a href="https://www.bbc.co.uk/bitesize/articles/zfn48mn">https://www.bbc.co.uk/bitesize/articles/zfn48mn</a>



# Knowledge Organiser - Cells and Organisation

## 2 Microscopes



A microscope is used to examine very small specimens. Place the slide on the stage.. Look through the eyepiece. A light from the light source shines through the specimen allowing you to see the image. The adjustment wheels are used to bring the sample into focus.

**Cell:** The unit of a living organism, contains parts to carry out life processes.

**Uni-cellular:** Living things made up of one cell.

**Multi-cellular:** Living things made up of many types of cell.

**Tissue:** Group of cells of one type.

**Organ:** Group of different tissues working together to carry out a job.

**Diffusion:** One way for substances to move into and out of cells.

**Structural adaptations:** Special features to help a cell carry out its functions.

**Cell membrane:** Surrounds the cell and controls movement of substances in and out.

**Nucleus:** Contains genetic material (DNA) which controls the cell's activities.

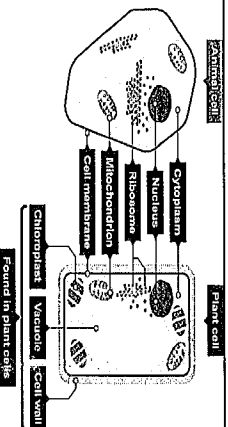
**Vacuole:** Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.

**Mitochondria:** Part of the cell where energy is released from food molecules.

**Cell wall:** Strengthens the cell. In plant cells it is made of cellulose.

**Chloroplast:** Absorbs light energy so the plant can make food.

**Cytoplasm:** Jelly-like substance where most chemical processes happen.



## 3 Plant and Animal Cells

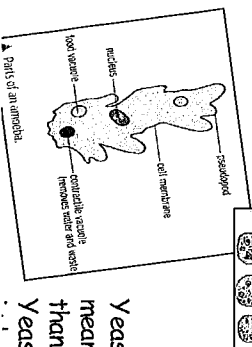
Animal cells usually have an irregular shape, and plant cells usually have a regular shape. Cells are made up of different parts.

Structure	Function	Organisms found in
Cytoplasm	Chemical reactions happen here	Animal and Plant
Nucleus	Contains genetic material	Animal and Plant
Cell membrane	Controls the movement of substances in and out of the cell	Animal and Plant
Mitochondria	Where most energy is released in respiration	Animal and Plant
Chloroplasts	Absorb light energy for photosynthesis	Plant Only
Cell Wall	Strengthens the cell and supports the plant	Plant Only
Vacuole	Filled with cell sap to help keep the cell turgid	Plant Only

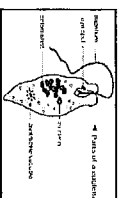
## 6 Uni-Cellular Organisms

An amoeba is a single celled organism that live in water or damp places. Although it is just one cell, it has adaptations that let it behave a bit like an animal.

Unicellular algae are plant like organisms that contain chlorophyll and so make their own food using sunlight.



Yeast have a cell wall, like plant cells, but no chloroplasts. This means they have to absorb sugars for their nutrition, rather than being able to make their own food by photosynthesis. Yeast can reproduce by producing a bud. The bud grows until it



### Diffusion

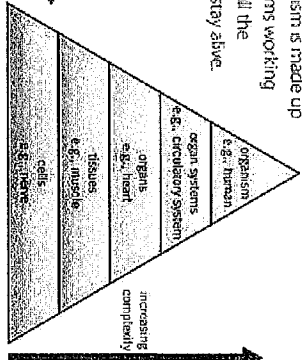
In animals, oxygen diffuses in and carbon dioxide diffuses out. In plants, carbon dioxide diffuses in and oxygen diffuses out.

### 4 Diffusion

The greater the difference in concentration, the quicker the rate of diffusion.

## 5 Levels of organisation

The fifth level of organisation is a multi-cellular organism. A multi-cellular organism is made up of several organ systems working together to perform all the processes needed to stay alive.



Plants and animals consist of different types of cell that work together. Animal and plant cells have certain structures in common. Many cells are specialised and are adapted for their function.

## 7 Further Reading



### Organisms

Plant and Animal Cells	<a href="https://www.youtube.com/watch?v=IH3KVOch9nU">https://www.youtube.com/watch?v=IH3KVOch9nU</a>
What are cells?	<a href="https://www.bbc.com/bitesize/articles/zr69dxs">https://www.bbc.com/bitesize/articles/zr69dxs</a>
Using a Microscope	<a href="https://www.youtube.com/watch?v=xzjiowD1KN20">https://www.youtube.com/watch?v=xzjiowD1KN20</a>
Cells to Systems	<a href="https://www.bbc.com/bitesize/guides/z9hyvcw/revision/3">https://www.bbc.com/bitesize/guides/z9hyvcw/revision/3</a>
Diffusion	<a href="https://www.bbc.com/bitesize/articles/znpbcj6">https://www.bbc.com/bitesize/articles/znpbcj6</a>
Uni-cellular Organisms	<a href="https://www.bbc.com/bitesize/guides/z9hyvcw/revision/5">https://www.bbc.com/bitesize/guides/z9hyvcw/revision/5</a>

**Particle:** A very tiny object such as an atom or molecule, too small to be seen with a microscope.  
**Particle model:** A way to think about how substances behave in terms of small, moving particles.  
**Diffusion:** Random movement of particles (liquid or gas) from a region of high to low concentration

**Density:** How much matter there is in a particular volume, or how close the particles are.

**Gas pressure:** Caused by collisions of particles with the walls of a container.

**Evaporate:** Change from liquid to gas at the surface of a liquid, at any temperature.

**Boil:** Change from liquid to a gas of all the liquid when the temperature reaches boiling point.

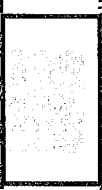
**Condense:** Change of state from gas to liquid when the temperature drops to the boiling point.

**Melt:** Change from solid to liquid when the temperature rises to the melting point.

**Freeze:** Change from liquid to a solid when the temperature drops to the melting point.

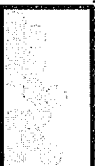
**Sublime:** Change from a solid directly into a gas.

Most substances can exist in all three states. The state depends on the temperature and the particles will act differently in each.



**Solids**

The particles touch their neighbours in a **regular** arrangement. They vibrate on the spot. Solids cannot be compressed and they do not flow. Solids have the highest density.



**Liquids**

The particles are in contact with each other as they slide over each other **randomly**. They are not as closely packed as in solids. Liquids are able to flow and change shape.

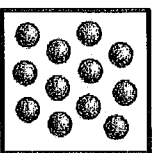


**Gases**

The particles are widely spaced and move **randomly** through the whole container. Gases have the lowest density; they can easily be compressed. They also flow.

## 3 States of Matter

Everything is made up of tiny particles. The properties of a substance depend on what its particles are like, how they move and how they are arranged.



A pure substance is made of only type of material and so all of the particles are the same.



A mixture is made of more than one type of material. This means there is more than one type of particle.

## 4 Changes of State

**Gaining energy**

Melting

Boiling

As temperature increases the particles gain more energy and begin to move around more. Melting happens at the melting point and boiling at the boiling point.



**Losing energy**

Freezing

Condensing

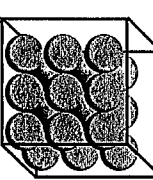
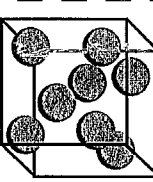
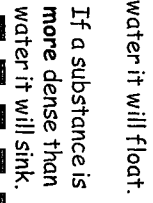
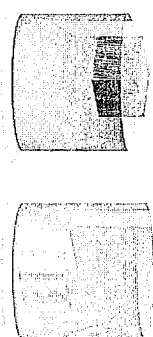
As the temperature decreases the particles transfer energy to the surroundings and begin to slow down. Condensing happens at the boiling point. The particles will move closer together and freeze at the melting point.



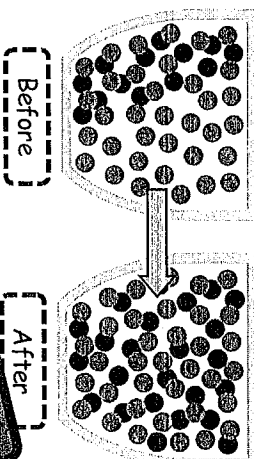
## 6 Density

**Density** is a measure of how much matter there is in a given volume of a substance, or how heavy it is for its size.

The more dense a substance is, the heavier it feels.  
 If a substance is less dense than water it will float.  
 If a substance is more dense than water it will sink.



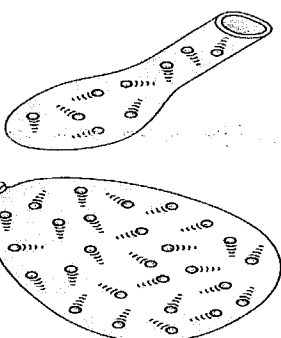
## 5 Diffusion



Higher temperature = faster diffusion  
 Smaller, lighter particles = faster diffusion  
 Gas state = fastest diffusion  
 Solid state = no diffusion

## 7 Pressure

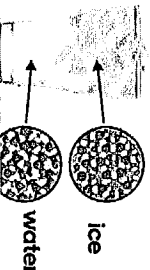
**Volume of container:**  
 Decreasing the volume of container = more frequent collisions = higher pressure



**Amount of gas:**  
 Increasing the number of particles = more frequent collisions = higher pressure.

**Temperature:**  
 Increasing the temperature = more energy transferred to the particles = particles move faster = more collisions = higher pressure.

## 8. Further Reading



Matter	<a href="https://www.bbc.com/bitesize/topics/z9r4jxs">https://www.bbc.com/bitesize/topics/z9r4jxs</a>
Particle Model	<a href="https://www.youtube.com/watch?v=npv74D2MO6Q">https://www.youtube.com/watch?v=npv74D2MO6Q</a>
States of Matter	<a href="https://www.youtube.com/watch?v=C33WdI64FiY">https://www.youtube.com/watch?v=C33WdI64FiY</a>
Diffusion	<a href="https://www.youtube.com/watch?v=c_IYK8sY0QA">https://www.youtube.com/watch?v=c_IYK8sY0QA</a>

# 1 Key Words Knowledge Organiser - Year 7 - Pure and Impure Substances

## 2 Purity

**Solvent:** A substance, normally a liquid, that dissolves another substance.  
**Solute:** A substance that can dissolve in a liquid.  
**Dissolve:** When a solute mixes completely with a solvent.  
**Solution:** Mixture formed when a solvent dissolves a solute.  
**Soluble (insoluble):** Property of a substance that will (will not) dissolve in a liquid.  
**Solubility:** Maximum mass of solute that dissolves in a certain volume of solvent.  
**Pure substance:** Single type of material with nothing mixed in.  
**Filtration:** Separating substances using a filter to produce a filtrate (solution) and residue.  
**Distillation:** Separating substances by boiling and condensing liquids.  
**Evaporation:** A way to separate a solid dissolved in a liquid by the liquid turning into a gas.  
**Chromatography:** Used to separate different coloured substances.

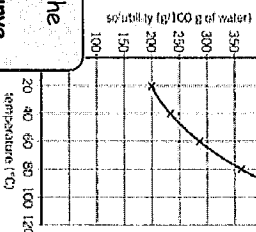
## 3 Solutions

When you dissolve salt in water you get salt solution. Water is the solvent and salt is the solute.

The water particles surround each salt particle. The particles can move freely

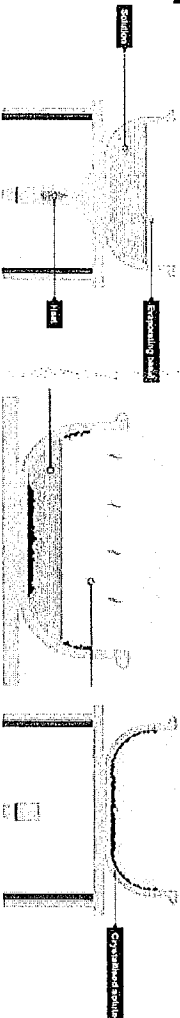
If no more of a substance can be dissolved the solution is saturated.

Increasing the temperature usually increases the solubility of a substance. You can investigate this and plot a solubility curve.



## 5 Evaporation

Separating a soluble solid from a liquid to collect the solid.



Gently heating with a Bunsen burner removes the excess water.

The volume decreases and crystals start to form.

The solution is left to evaporate until all of the liquid is gone.

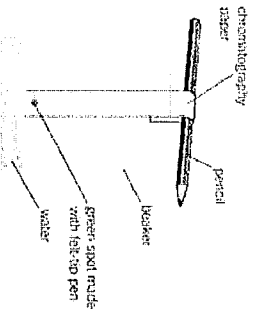
## 7 Chromatography

For the chromatography to work all of the dyes must be soluble in the chosen solvent.

A dye that is more strongly attracted to the solvent than the chromatography paper will travel further than a dye that is more attracted to the paper.

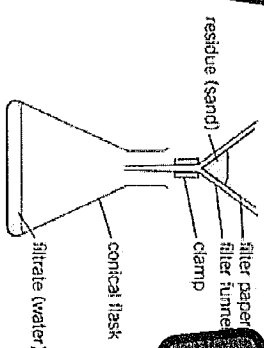
The separated dyes make a chromatogram.

A pure substance will produce only one coloured dot on the chromatogram. A mixture would have more than one coloured dot in different positions.



- The melting point of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The boiling point of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- Pure substances have a fixed (sharp) boiling or melting point, whereas impure substances have a range which appears as a diagonal line on a graph

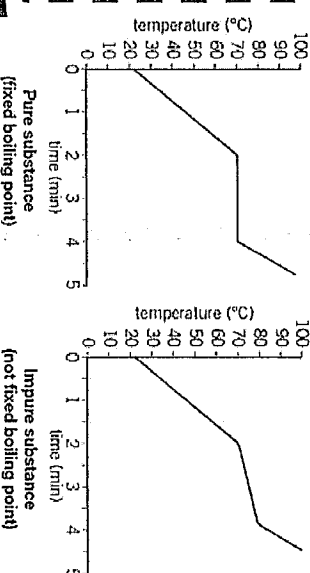
## 4 Filtration



Separates an insoluble solid from a liquid.

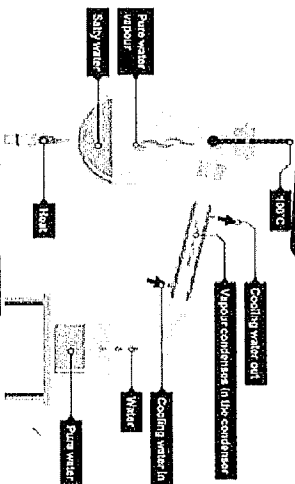
The solid particles are too big to pass through and instead are trapped by the filter paper. This is the residue.

The liquid particles are small enough to pass through the holes in the filter paper and are collected as the filtrate.



## 6 Distillation

Water has a lower boiling point than the salt in the solution.



When heated the water boils, forming steam.

The steam moves into the condenser where it cools.

The cooled steam condenses to form liquid water.

The liquid water drips into a beaker while the salt remains in the distillation flask.

## 8 Further Reading

Separating techniques	<a href="https://www.bbc.co.uk/bitesize/guides/zgvc4wx/r/evison/1">https://www.bbc.co.uk/bitesize/guides/zgvc4wx/r/evison/1</a>
Atoms, element & compounds	<a href="https://www.bbc.co.uk/bitesize/guides/zt2hpv4/r/evison/1">https://www.bbc.co.uk/bitesize/guides/zt2hpv4/r/evison/1</a>
Chromatography	<a href="https://www.youtube.com/watch?v=kxrjvlvbY28">https://www.youtube.com/watch?v=kxrjvlvbY28</a>
Distillation and filtration	<a href="https://www.youtube.com/watch?v=tUabxsvfAPk">https://www.youtube.com/watch?v=tUabxsvfAPk</a>

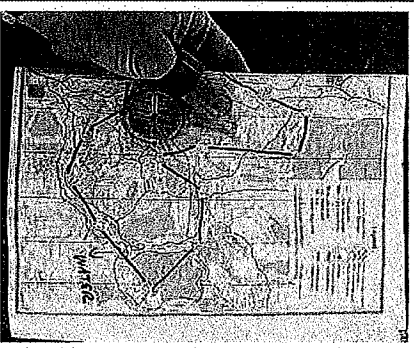


Orienteering- Orienteate, observe, navigate, team work, communication

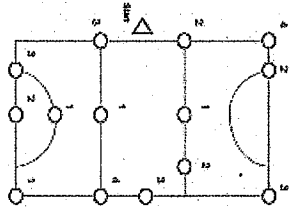
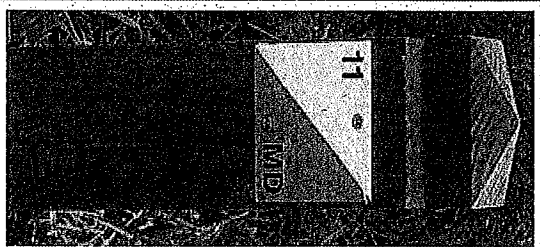
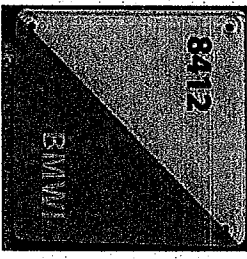
Key Skills:

- 1. The first thing you must do when map reading is to orientate your map (move it around) so it is the correct way around to where you are facing.
- 2. You then need to observe the surroundings before looking for the markings on the map. Once you have identified where you are standing you then find your starting point
- 3. You need to double check you are at the correct marker before starting because the only way you will successfully complete the course is by getting all answers correct.
- 4. Team work is key when completing an orienteering course as you will be working in pairs. You must communicate and discuss every decision before moving and navigating to the next cone. Mistakes can easily be made through poor communication.
- 5. As orienteering involves running, cardiovascular fitness is key as you will be running for a long period of time. To train for this, continuous training is useful as well as fartlek training (over different terrains at different speeds)

**Always remember:** The main aim of orienteering is to complete the course in the shortest amount of time, however good team work and planning of you route is vital to success.



	M16	4.1 km	120 m
1	40	N	11
2	53	N	
3	46	V	
4	57	N	
5	32	N	
6	58	N	
7	47	N	
8	48	N	
9	49	N	
10	100	N	



**Example Courses**  
Set up as shown.  
**ANSWERS**  
Course 1 = 14  
Course 2 = 15  
Course 3 = 11  
Course 4 = 12  
Course 5 = 13  
Course 6 = 10

Rules and tactics:

Orienteering requires physical fitness, skill in map reading, mental alertness and decisiveness. Orienteering teaches you to assess, understand and "read" the school site you are working in

The main aim of orienteering is to complete the course(s) correctly in the shortest amount of time, although it is based on map reading it is also a test of your physical fitness. You must find all the points that are placed on the map and record them on your sheet. Consider the ground you are moving over ensuring your safety at all times.

A major tactic is to use is your pace. As you are competing with the other people in your group. You must make sure you don't sprint off too quickly so that you are too tired to keep the pace up. If you take it steady the whole way- a jog and not walk- this tactic will help you to be successful

**Progress Vocabulary:** Identify, Define, describe, explain, compare and

contrast, sporting links, analyse, evaluate

**Key Words:** Navigation; decision making; communication; cardiovascular fitness;

speed; co-operation, orientation, map reading; observation; pace judgement; team work; safety and mental alertness

**Subject Knowledge Organiser**  
**HRE – Healthy, Fitness and Exercise, Consequences of a SL Lifestyle choices & CoE**

Health, Fitness and Exercise		Component of Fitness	
Health, Fitness and Exercise		Definition	Example
Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. Adults - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. Children and young people - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.			
<b>Consequences of a sedentary lifestyle</b>			
If a person does not take part in regular physical activity, exercise or sport then they are at risk of a number of illnesses and negative effects such as weight gain or obesity, heart disease, hypertension (high blood pressure), diabetes, depression, increased risk of osteoporosis and loss of muscle tone.			
<b>Lifestyle choices</b>			
Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.			
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars	
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run	
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam	
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line	
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack	
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency	
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds	
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault	
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward	
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck	
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net	



# Year 7, Term 1

## Musical Elements

Name .....

Class .....

Exploring the Elements of Music			
<b>A. Pitch</b> The highness or lowness of a sound. 	<b>B. Tempo</b> The speed of a sound or piece of music. <b>FAST:</b> <i>Allegro, Vivace, Presto</i> <b>SLOW:</b> <i>Andante, Adagio, Lento</i> <b>GETTING FASTER – Accelerando (accel.)</b> <b>GETTING SLOWER – Ritardando (rit.) or Rallentando (rall.)</b> 	<b>C. Dynamics</b> The volume of a sound or piece of music. <b>VERY LOUD:</b> <i>Fortissimo (ff)</i> <b>LOUD:</b> <i>Forte (f)</i> <b>QUITE LOUD:</b> <i>Mezzo Forte (mf)</i> <b>QUITE SOFT:</b> <i>Mezzo Piano (mp)</i> <b>SOFT:</b> <i>Piano (p)</i> <b>VERY SOFT:</b> <i>Pianissimo (pp)</i> <b>GETTING LOUDER:</b> <i>Crescendo (cresc.)</i> <b>GETTING SOFTER:</b> <i>Diminuendo (dim.)</i> 	<b>D. Duration</b> The length of a sound. 
<b>E. Texture</b> How much sound we hear. <b>THIN TEXTURE: (sparse/solo)</b> – small amount of instruments or melodies. <b>THICK TEXTURE: (dense/layered)</b> – lots of instruments or melodies. 	<b>F. Timbre or Sonority</b> Describes the unique sound or tone quality of different instruments voices or sounds. <i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Metallic, Wooden etc.</i>	<b>G. Articulation</b> How individual notes or sounds are played/techniques. <b>LEGATO</b> – playing notes in a long, smooth way shown by a <b>SLUR</b> . <b>STACCATO</b> – playing notes in a short, detached, spiky way shown by a <b>DOT</b> . 	<b>H. Silence</b> The opposite or absence of sound, no sound. In music these are <b>RESTS</b> . 
<b>I. Notation</b> How music is written down. <b>STAFF NOTATION</b> – music written on a <b>STAVE</b> (5 lines and spaces) 			
<b>GRAPHIC NOTATION/SCORE</b> – music written down using shapes and symbols to represent sounds. 			

# Line Dance Y7

## Historical Context

Line dancing is exactly what its name implies: people dancing in lines to music.

Line dances are choreographed dances with a repeating series of steps that are performed in unison by a group of people in lines or rows. All of the dancers performing a line dance face the same direction and perform the steps at the same time. Although there are usually several lines of dancers, small groups may only form one line. Line dancers rarely interact with each other during a dance.

Line dancing is believed to have originated from folk dancing, which has many similarities. The movements of a line dance are marked as "counts." Generally, one count equals one musical beat, with a particular movement or step taking place at each beat. A line dance will have a certain number of counts. Eg, a 64-count dance would contain 64 beats. The number of beats does not necessarily equal the number of steps, however, as steps can be performed between two beats or over more than one beat.

One of the most popular line dances performed today is the Cha-Cha Slide

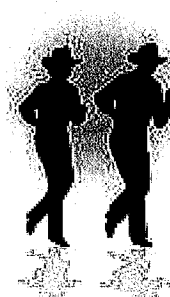
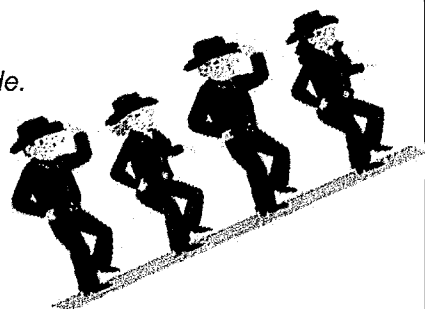
## Key Vocabulary

Posture	The way you are standing.
Step	Any movement made with your feet.
Timing	The speed of the music.
Unison	At the same time as one another.

Single beat steps:

## Technical Skills

Step	<i>place foot on floor and take weight onto it</i>
Vine	<i>step right foot to side, step left foot behind right, step right foot to side.</i>
Touch / Tap	<i>touch toe or heel to ground but don't put any weight on it</i>
Brush	<i>brush foot forward and upwards past the foot you are standing on</i>
Hop	<i>spring into the air taking off and landing with same foot</i>
Jump	<i>jump forward or backward taking off and landing with both feet at the same time</i>
Hitch	<i>to lift the knee</i>
Rock	<i>to transfer weight from one foot to the other</i>
Slide	<i>to draw one foot next to the supporting foot</i>
Strut	<i>place heel forward on floor then toe onto floor taking weight onto foot</i>
Pivot shoulder you	<i>step forward on right foot, keeping weight on ball of left foot make a ½ turn over your left so that you end up with your weight on your left foot and facing the wall that was behind you</i>
Jazz Box next	<i>step right foot across in front of left, step left foot back, step right foot to right side, step left foot to right. Also done leading with left foot i.e. start by crossing left in front of right</i>



## Lesson Overview

1. Key features of Line Dance and basic history
2. Copy and repeat Line Dance 1
3. Copy and repeat Line Dance 2
4. Copy and repeat Line Dance 3
5. Performance of the 3 dances for assessment
6. Evaluation of Performances

# Student knowledge organiser — PDesign -47

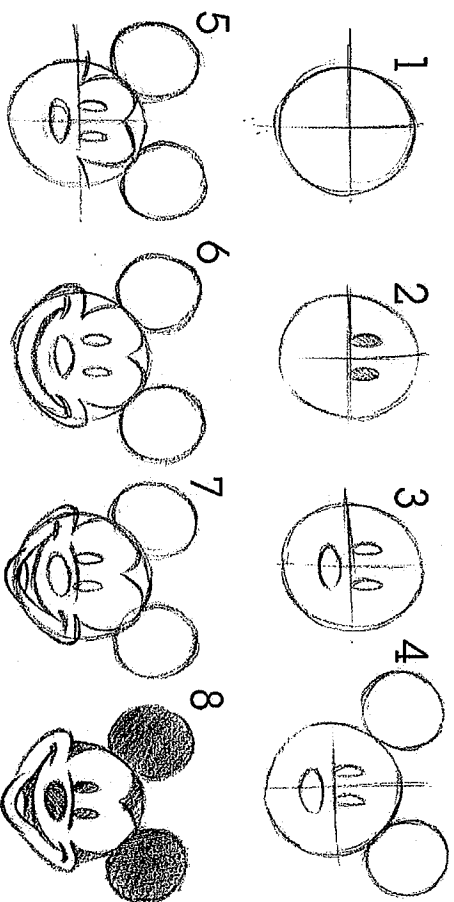


## 2D Drawing Techniques

### Construction Lines

Use construction lines to plan out your drawing. Construction lines help divide your drawings into smaller chunks. They help you plan the size of each part to keep drawings in the correct scale/ratio. Ensure construction lines are light as they will not form part of your final drawings.

Below is an example of a drawing being built up using construction lines.



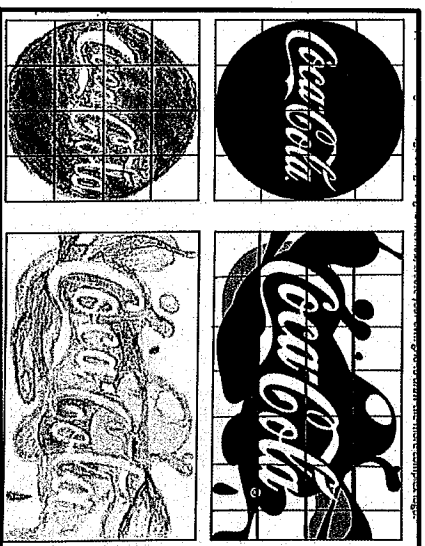
### Grid Method

The grid method can be used by drawing a grid around an existing image you wish to duplicate.

Usually, the existing image would be divided into equal sections forming a grid. The grid would be duplicated exactly on a blank piece of paper.

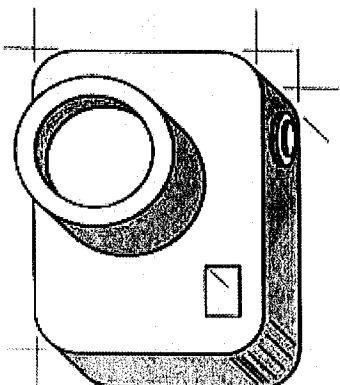
Using the existing image with the grid, copy each smaller section into the new grid.

This method helps break the image down, ensuring the duplication is identical with each part of the image in the exact place.

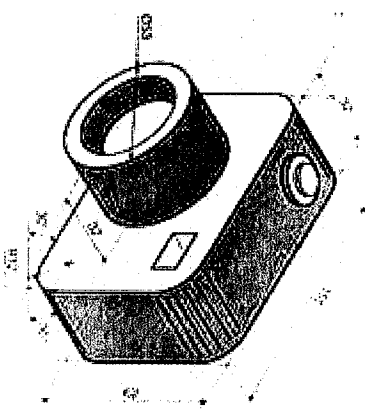


## 3D Drawing Techniques

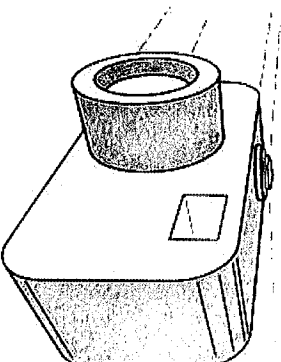
### Cabinet Oblique



### Isometric Projection



### Two Point Perspective



**Cabinet Oblique:** Design is drawn from the front in 2D. 45° lines are drawn to show the depth of the product. This is the quickest and easiest 3D drawing technique.

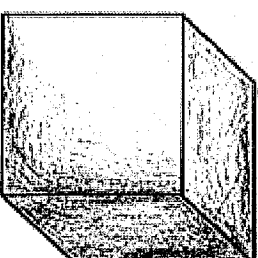
**Isometric Projection:** Uses 30° lines (parallel) to show the width and depth of a product. The height is drawn with vertical lines. Much more detailed than Cabinet Oblique and can be a quick drawing technique if practiced.

**2 Point Perspective:** Uses Vanishing Points. The Width and Depth are drawn towards the vanishing points. 2 point perspective is the most time consuming technique but also the most accurate as it emulates how the human eye would view a product.

### Tone

Tone is the various shades of a colour which can be achieved by how heavy we press on a pencil.

We use tone to show how light projects onto an object. This helps demonstrate the 3D qualities of our drawings.



### Texture

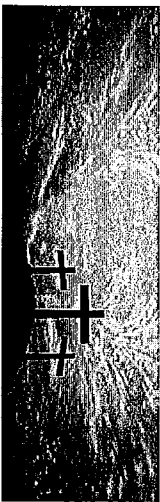
Adding colour in certain ways can help demonstrate the texture and materials on our designs/drawings.

This, paired with tone, is known as 'rendering'. Rendering is used to bring drawings to life and make them look as realistic as possible.



**Christianity:** Christianity is the largest religion in the world with over **2 billion followers** (almost 1/3 of everyone alive on the planet). In the UK, **42 million people** describe themselves as Christian. Christianity is based on the life and teachings of **Jesus Christ**, who Christians believe was the Son of God. Christians rely on the **Bible** for many of their beliefs about the world and how to live in it. There are thousands of different **Christian denominations**.

Y7 – P4L



God

Christians are **monotheists** (they believe in one God). They believe He is **omnipotent** (all powerful), **omniscient** (all knowing), and **omnibenevolent** (all loving). Most Christians believe in the **Holy Trinity**, the three persons of God in one. These are the **Father, Son** (Jesus) and **Holy Spirit**.

Jesus Christ

**The Incarnation** – The Christian belief that God took human form by becoming Jesus. Through the incarnation of Jesus, humans were able to start repairing their damaged relationship with God. The relationship has been imperfect since Adam and Eve disobeyed God.

**The Crucifixion** – Jesus was crucified, a slow painful death on a Friday alongside two robbers. Christians believe that Jesus' crucifixion was a crucial moment in his life as this act brought human salvation (the healing of a broken relationship between humans and God) from sin. Jesus can understand human suffering because he suffered during the crucifixion.

**The resurrection** – After the crucifixion Jesus' bod was buried in a tomb guarded by Roman soldiers. Early on the Sunday morning, 3 days after his crucifixion, some of Jesus' female followers went to anoint the body with spices however the tomb was empty. His rising from the dead demonstrates Jesus' power over death itself.

**Ascension** – This reminds Christians that Jesus has gone to heaven to prepare a place for them, so they do not need to fear death. As Jesus is no longer restricted by time, he is always with them.

Teachings of Jesus

10 Commandments

Love your neighbour as yourself, forgive others who have wronged you, love your enemies, treat others as you want to be treated, forgive everyone, don't judge others.

Parables

Parables are short stories that teach a moral or spiritual lesson by comparing something from everyday life.

Parable of the Good Samaritan – A traveller is beaten up and robbed and left for dead along the road. A priest comes by, but deliberately avoids him. A lawyer also comes by, but he too avoids him. Finally, a Samaritan comes by and he helped the injured man, in an act of mercy and compassion.

Evil and suffering

**Moral evil** - Evil that is caused by humans misusing their free will e.g. murder. **Natural evil** - This is suffering that has not been caused by humans e.g. earthquakes

GOOD AND EVIL

Christians believe that God is completely good and is the source of all goodness. Everything that God created was good, until humans chose to use their free will to disobey God.

THE FALL, ORIGINAL SIN AND REDEMPTION

Eve picked and ate the fruit from the Tree of Good and Evil when it had been forbidden by God. She then tempted Adam and he also ate it. As a punishment, God expelled Adam and Eve from the Garden of Eden and condemned them to lives of suffering and death. This is called 'The Fall'.

Forgiveness

'Forgive and you will be forgiven.'

Parable of the Prodigal Son – we are lost, but when you decide to change your life, if you go back to the Father and ask for forgiveness of what you did wrong, God is always happy to forgive.

Parable of the Unforgiving Servant – God wants us to keep on forgiving and to have mercy on others.

Miracles

If a miracle has really happened, it means that God has acted on earth. A miracle is an event that seems to break all the laws of science, and so the only explanation of what has happened is that God has caused it to happen.

**Why do people believe in miracles?**

- Shows that God is active in the world and he responds to prayers
- Proof God is loving and caring

**Why do people not believe in miracles?**

- Impossible in modern day
- No scientific proof

Life After Death

**Judgement** – Many Christians believe that after death, they will be taken into the presence of God and they will be judged for the deeds they have done or failed to do during their lifetime. The good will go to heaven and the bad will go to hell.

**Heaven** – Christians believe heaven means being in the eternal presence of God. The bible describes heaven using many images – blinding light, singing and beauty, a rainbow.

**Hell** – A place of indescribable, eternal torture for non-believers. Roman Catholics believe in purgatory which is the intermediate state where the soul are cleansed in order to enter heaven.

Religious Authority

**The Bible** – inspired by God. It contains Jesus' teachings, parables and teachings of leaders.

**The Church** – the body of Christ. God speaks through the Church.

**Conscience** – the voice of God telling us to do right.

**Situation Ethics** – the most loving thing to do.

# Rights and Responsibilities in Modern Britain – Y7 – P4L

## Rules and Laws:

**Rules:** provide a stable environment. They ensure people are happy and safe.

**Laws** protect our general safety, and ensure our rights as citizens against any abuses.

## What does it mean to be British?

Modern Britain was shaped by a "rich mix of all different ethnic and religious origins".

## British Values

1. Democracy – Being able to vote and having a fair vote
2. Rule of law – no individual or group is above the law
3. Individual liberty – fair treatment for all
4. Mutual respect and tolerance – respecting individual's differences and others of a differing faith or belief

## British Culture

### Immigration - People who move into a country

Why did Britain need immigration? Britain needed workers since many men had died in World War Two. In 1948, the British Nationality Act gave 800 million people in the Commonwealth the right to claim British Citizenship.

Diversity (fairness and equality) and Multiculturalism (where people of different skin colour, nationality, languages and beliefs are living as one society) are at the heart of UK society.

How has immigration improved Britain?

Better skilled workers, TV/film, music, sport, fashion, technology, food

## Human Declaration of Human Rights

Human rights are a set of universal rights that all humans are entitled to regardless of their age, race, religion or gender.

They ensure people have basic needs met, the vulnerable groups are protected, equality and everyone is protected. Human rights cannot be prioritised as they are all important and they link together – one depends on the other.

There are 30 human rights e.g. the right to education, the right to work, the right not to be treated like a slave etc.

## How religion has shaped the UK

Some people argue that religion does not play a part in society because:

Religious beliefs, practices and organisations are becoming less important in society (secularisation)

Religious teachings and organisations are no longer respected

People can rely on material comforts for happiness and so have less need to believe in God

Humanism is on the rise - way of seeing and reacting to the world using science

However, it can be argued that religion does play a role in society:

Christianity - 10 commandments e.g. 'Thou shalt not kill' which is part of current law and Christian teachings still used today e.g. treat others as you would like to be treated.

Islam – charity work, give 2.5% of savings (zakah)

Sikhism – fought for British army in WW1/2

## Protecting Human Rights

Human rights violation examples – child labour and child soldiers.

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all. With more than

2.2 million members and subscribers in more than 150 countries, they conduct research and generate

action to prevent and end grave abuses of human rights and to demand justice for those whose rights have been violated.

## Social Injustice

Unfairness or undeserved actions such as discrimination.

Social justice is about seeking to protect people's civil liberties, rights and opportunities, and taking care of the least advantaged members of society.

People who have stood up for the weak or oppressed: Mahatma Gandhi, Mother Teresa, Martin Luther King

## Prejudice and Discrimination (Key Words)

**Prejudice** is forming an unfavourable opinion or feeling about a person or a group of people, without a full examination of the situation.

**Discrimination** is the treatment of a person or group (actions) such as verbal or physical abuse.

**Homophobia** - dislike of or prejudice against gay people

**Transphobia** - the persecution of someone who identifies as a different gender to their sex.

**Racism** – prejudice and discrimination directed against someone of a different race based on the belief that one's own race is superior.

**Islamophobia**- dislike of or prejudice against Islam or Muslims

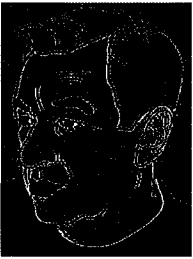
**Classism**-to treat someone differently because of the class which they were born into

**Disablism** – discrimination or prejudice against disabled people

Prejudice makes the victim feel less than fully human. When people are undervalued by others, their self-esteem suffers and they stop trying to improve themselves. The consequences of prejudice and discrimination can lead to individuals and entire communities feeling vulnerable, frightened and worthless.

## Y7: Formal Elements of Art and Design

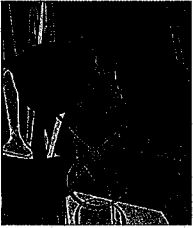
### Key Figures



**Michael Craig Martin  
CBE RA**

(born August 28, 1941)

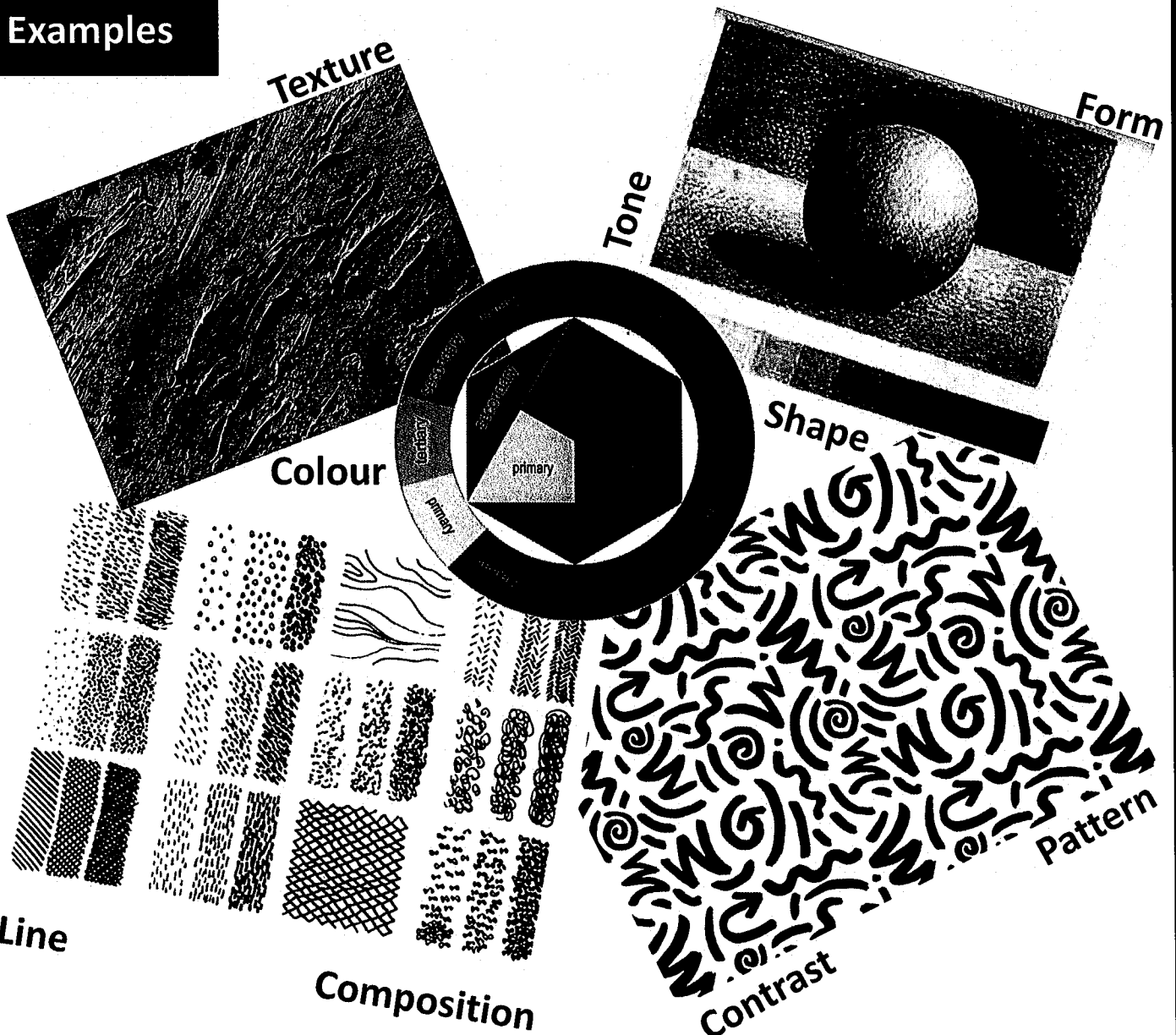
Is an Irish-born contemporary conceptual artist and painter. He is noted for fostering the Young British Artists, many of whom he taught, and for his conceptual artwork, An Oak Tree. He is Emeritus Professor of Fine Art at Goldsmiths.



### Key Terms

Colour	Colour is what we see when light enters our eyes! Primary, colours can be mixed together to create secondary and tertiary colours.
Composition	Composition is the placement or arrangement of visual elements in a work of art.
Contrast	Contrast is the scale of difference between dark and light areas in images.
Form	A form is a three-dimensional geometrical shape
Line	Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
Shape	An area enclosed by a line. It can be empty and just be an outline or shaded in
Texture	Texture is the perceived surface quality of a work of art.
Tone	This could be a shade or how dark or light a colour appears
Pattern	Texture is the perceived surface quality of a work of art.

### Examples





# Year 7 Fantastic Places

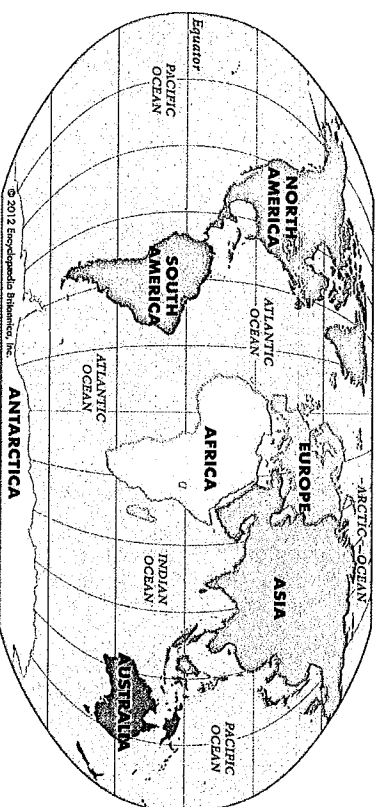
Make sure you know the 'bare bones' of this unit.



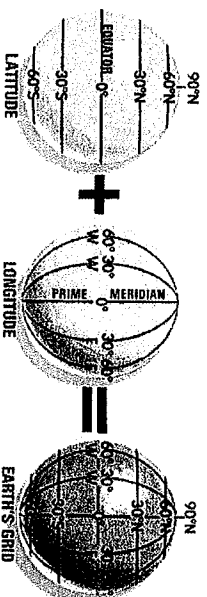
## Keywords:

- **Continent** – the main land masses on Earth. It is divided into countries that have borders to separate them
- **Ocean** – large body of water that separate continents
- **Physical Geography** – linked to the natural feature of the world
- **Human Geography** – linked to people and how we live
- **Relief** – height and shape of the land
- **Contour lines** – orange/brown lines on a map showing the relief
- **Longitude** – lines running east and west of the Greenwich Meridian
- **Latitude** – lines running north and south of the equator
- **Conservation** – protecting resources and landscapes from harm
- **Climate** – the average temperature and precipitation of a location
- **Scale** – difference in distance between different points.

## Continents and Oceans

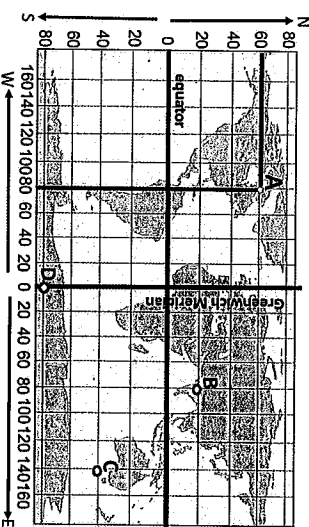


## Longitude and Latitude



Instructions to find longitude and latitude:

1. Find the **latitude**. Remember to follow the lines that go **left to right**.
2. Write down the number
3. Is it **North** or **South** of the equator? Add this to your number
4. Now look at the **longitude**. Remember these are the lines that go **up and down**.
5. Write down the number
6. Is **East** or **West** of the Greenwich Meridian? Add this to your number



A = 60°N 80°W

B = 20°N 10°E

C = 20°S 10°W

D = 20°S 10°E

## Geography of the UK

The UK is made up of England, Northern Ireland, Scotland and Wales. Each has its own capital city (shown on the map)

### Physical Geography of the UK

- Ben Nevis (the tallest mountain at 1,345m)
- River Severn (longest river)
- Coastlines

### Human Geography of the UK

- Towns and cities
- Famous landmarks like Big Ben, Buckingham Palace, The Angel of the North and Blackpool Tower



## Antarctica

- It is located in the Southern Hemisphere; it is the most southern continent
- Antarctica does not have a permanent population, instead there is a scientific research base with up to 4,000 scientific researchers
- Antarctica is one of the coldest places on Earth with ninety-nine percent of it covered by ice sheet. Average temperatures inland are -57°C and in the summer it can be up to 8°C
- It can be classed as a cold desert as it receives less than 250mm of rainfall per year

## Treats

- Climate change melting the ice
- Oil leaks from tourist ships
- Tourists scaring wildlife e.g. penguins during mating season

## Management

- SSSIs (Sites of Special Scientific Interest) - tourists cannot access the area as it cannot disrupt wildlife
- The IAAATO (International Association of Antarctic Tour Operators) - Ensures companies look after the environment

## Africa

- Africa is the second biggest continent – remember it is not a country!
- It is the oldest inhabited continent with people living here for 5 million years.
- It has a total of 54 countries; the biggest being Algeria




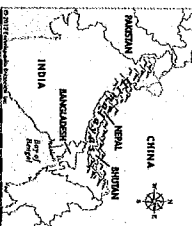
### Physical Geography

Due to the large scale of the continent the climate and ecosystems vary. In the North you have the Sahara Desert and south of this is the semi arid region of the Sahel. In central Africa you have grasslands and along the Congo River Basin you have tropical rainforest.

### Human Geography

Many cities in Africa are facing rapid population, Lagos in Nigeria has 21m people living there! There rapid population growth is resulting in some countries having rapid development and attracting global businesses.



<p><b>The Great Barrier Reef</b></p> <p>The Great Barrier Reef is located off the north eastern coast of Australia. The reef stretches for 1429 miles.</p>	<table border="1"> <thead> <tr> <th>Importance</th><th>Threats</th></tr> </thead> <tbody> <tr> <td> <p><b>provide food and livelihoods</b> for hundreds of millions of people around the world</p> <p>Tourism creates jobs – it attracts 1.6 million tourists every year</p> <p>protect shorelines from erosion</p> <p>Makes up 10% of the worlds coral reef and is home to a range of species</p> </td><td> <ul style="list-style-type: none"> <li>• Overfishing</li> <li>• Climate change – warmer oceans are killing off the coral causing it to bleach</li> <li>• Mining coral for building materials</li> <li>• Endangered species</li> </ul>  </td></tr> </tbody> </table>	Importance	Threats	<p><b>provide food and livelihoods</b> for hundreds of millions of people around the world</p> <p>Tourism creates jobs – it attracts 1.6 million tourists every year</p> <p>protect shorelines from erosion</p> <p>Makes up 10% of the worlds coral reef and is home to a range of species</p>	<ul style="list-style-type: none"> <li>• Overfishing</li> <li>• Climate change – warmer oceans are killing off the coral causing it to bleach</li> <li>• Mining coral for building materials</li> <li>• Endangered species</li> </ul> 
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<p><b>Conservation</b></p> <p>In order to protect the species found on the islands, in 1959 97% of the Islands were declared a national park.</p> <p>Tourists must follow strict rules when they are there to protect the wildlife and islands for the future. This includes staying 2m from the animals, not using a flash when taking photos, no water sports.</p>					
<p><b>The Himalayas</b></p> <p>This is a mountain range in Asia. It is found in India, China and Nepal. The worst tallest mountain, Mount Everest, is found here.</p> <table border="1"> <thead> <tr> <th>Opportunities</th><th>Challenges</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• The slopes have forest coverage so there are trees which provide timber</li> <li>• snow melts providing water to the rivers which settlements use to generate electricity</li> <li>• attracts lots of mountain climbers and tourists bringing money to the area</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Earthquakes and avalanches threaten lives</li> <li>• cold climate makes staying warm difficult, there are limited energy resources for heating</li> <li>• mountains make it virtually impossible to build roads making large areas inaccessible.</li> </ul> </td></tr> </tbody> </table> 	Opportunities	Challenges	<ul style="list-style-type: none"> <li>• The slopes have forest coverage so there are trees which provide timber</li> <li>• snow melts providing water to the rivers which settlements use to generate electricity</li> <li>• attracts lots of mountain climbers and tourists bringing money to the area</li> </ul>	<ul style="list-style-type: none"> <li>• Earthquakes and avalanches threaten lives</li> <li>• cold climate makes staying warm difficult, there are limited energy resources for heating</li> <li>• mountains make it virtually impossible to build roads making large areas inaccessible.</li> </ul>	
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<p><b>Super Volcanoes – Yellow Stone</b></p> <p>Yellow Stone is a National Park located in the USA. Yellowstone has an amazing landscape with deep canyons, rivers, lush forests, hot springs and geysers (blasts of hot spring water due to the heat from within the Earth).</p> <p>Yellowstone has a super volcano beneath it; this is a huge volcano which would have global impacts if it was to erupt. Luckily, they don't erupt often, and it occurs around every 100,000 years.</p> <p><b>Social Impacts</b> – 87,000 could be killed in the area, Two thirds of the USA would be uninhabitable</p> <p><b>Economic Impacts</b> - Air travel would be hugely disrupted, causing economic damage. The global economy will be placed under huge pressure and likely collapse due to the damage in the USA</p> <p><b>Environmental Impacts</b> - The ash in the atmosphere could lower global temperatures by 100C for up to 10 years!</p>					

# Year 7: The Norman Conquest



Key Vocab	Definitions
Saxons	The English army at Hastings
Normans	William's men (from Normandy in France)
Fyrd	Working men who were called up to fight for King Harold
Housecarls	Well trained, full time Saxon soldiers. Harold's bodyguard
Mounted knights	Soldiers on horseback
Archers	Soldiers with bows & arrows
Shield Wall	Saxon defensive tactic
Oath	A promise
Domesday Book	Survey of English lands & property made about 1086.
Feudal system	System of government introduced by William I
Senlac Hill	Where the Battle of Hastings was fought
Bayeux tapestry	Norman embroidery depicting the battle
Rebellion	An act of armed resistance
Heir	Next in line to the throne
Pevensey	Where William's army landed
Conquest	Invasion & control of a country using military force

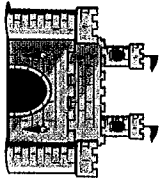
## Claimants to the Throne

King Edward the Confessor died childless in January 1066. 4 men believed they should be king:

1. Edgar the Atheling
2. William Duke of Normandy
3. Harold Hardrada
4. Harold Godwinson

The Witan (royal council) chose Harold Godwinson to be king. Harold Hardrada & William then each launched invasions.

## Castles



The earliest castles were motte & bailey castles. They were made of wood so were easy to burn down. From around 1100, castles were made from stone. The first stone castles had a rectangular keep. Later, castles with round towers were built. In the 12<sup>th</sup> & 13<sup>th</sup> centuries concentric castles were built (outer & inner walls).

Castle defences: moats, ramparts, machicolations, battlements, drawbridge, portcullis, murder holes, arrow slits.

Attacking a castle: Fire arrows, battering ram, catapults e.g. trebuchet & mangonel, mining, siege tower, ladders, siege warfare.

## Why did William win the Battle of Hastings?

1. Harold's bad luck e.g. had to rush south into battle after victory at Stamford Bridge.
2. William's men were better prepared & more experienced.
3. The Norman army was stronger.
4. The Normans tricked the Saxons by using a fake retreat. They had better tactics.
5. The Normans had the Pope's support.

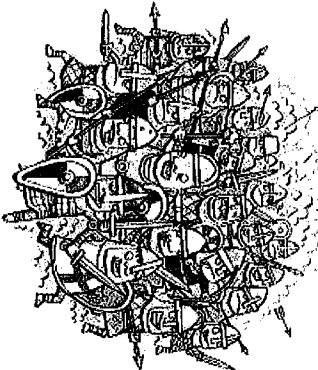
## Armies at Hastings

### Normans

3000 foot soldiers (infantry)  
3000 mounted knights (cavalry)  
2000 archers

### Saxons

2000 Housecarls  
5000 Fyrd



## The Harrying of the North

Some English people rebelled against William's rule, including Hereward the Wake. The biggest rebellion was in the north of England in 1069. It was led by Edgar the Atheling, who had a blood-claim to the throne. He was joined by Danish and Scottish armies. William defeated the rebellion. In the north-east of England, he ordered villages to be destroyed and people to be killed. Herds of animals and crops were burnt. Most people who survived later starved to death.

1064	Jan 1066	20 Sep 1066	25 Sep 1066	14 Oct 1066	25 Dec 1066
Harold's oath	King Edward dies	Harold wins Battle of Fulford Gate	King Harold wins the Battle of Stamford Bridge	Battle of Hastings	William is crowned king
	Harold is crowned				'William the Conqueror'

# Year 7, Term 1 Drama

## Introduction to Stage Craft

### Keywords

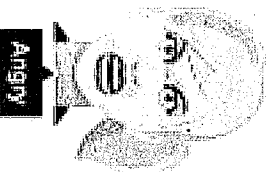
<b>Vocal Expression</b>	How an actor communicates meaning using their voice.
<b>Posture</b>	How an actor stands or sits to show their characters personality.
<b>Mime</b>	A wordless form of entertainment in which movement and gesture are used to communicate meaning.
<b>Gesture</b>	A movement of the head, hand or other body part to express meaning/intention.
<b>Ensemble movement</b>	A choreographed movement sequence performed by a group that is abstract in style rather than naturalistic.
<b>Still Image</b>	This is a frozen picture which communicates meaning. It's sometimes called a freeze frame or tableau. It can provide insight into character relationships with a clear focus upon use of space/proxemics, levels, body language and facial expression.
<b>Proxemics</b>	This refers to the use of space between actors and how that use of space communicates their relationship to the audience.
<b>Pantomime</b>	A form of entertainment which is popular in the UK and is usually performed around the Christmas period.
<b>Facial Expression</b>	Using your face to communicate how the character is feeling.



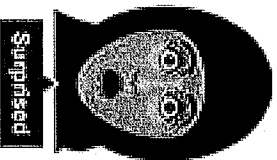
Happy



Sad



Angry



Surprised



Confused

### Vocal Skills

**Pitch** – How high or low the voice sounds  
**Pace** – How quickly you deliver your lines.  
**Pause** – A pause (or beat) is a short break in speech for dramatic effect.  
**Tone** - this suggest your mood or emotion. A sad tone or an angry tone.  
**Emphasis** – This is where a performer will place stress on a particular word or phrase within a sentence to indicate importance.  
**Volume** – How loud or quiet you speak depending on intention/emotion.

### Stock Characters in Pantomime

**Hero** – The character who saves the day. (Aladdin or Peter Pan)  
**Villain** – An evil character in the story. (Captain Hook or The Evil Queen)  
**Dame** – A female character played by a man in drag. (Widow Twanky)  
**Damsel** – A lady in need of rescuing. (Rapunzel or Princess Jasmine)  
**Sidekick** – A best friend to the damsel OR the villain. (Wishiee Washee or Mr Smee)

### Physical Skills

Movement	Posture
Pace	Stance
Gesture	Facial Expression
Proximity	Touch
Levels	Style

## Key words and definitions

Odd numbers – a number ending in 1, 3, 5, 7 or 9, can not be divided by 2

Even numbers – a number ending in 2, 4, 6, 8 or 0, can be divided by 2

Prime numbers – a number that can only be divided by 1 and itself

Square numbers – multiply by itself, e.g.  $2 \times 2 = 4$  written as  $2^2$

Cube numbers – multiply by itself 3 times e.g.  $2 \times 2 \times 2 = 8$  written as  $2^3$

Factors – numbers which divide into another number with no remainder

Multiples – answers to times tables

## Multiplication and division

$\times$	1	2		1	5	2	8	8
	1	2	4		4	3	2	0
	2	2	6		3	0	↓	
	2	4	8	0	1	3	2	
	7	4	4		1	2	0	↓
	3	2	2	4		1	2	0
	1	1				1	2	0

Answer: 3224



Answer: 28.8

## Types of numbers

Here are a list of numbers

23, 24, 27, 28, 31, 33, 34, 35

a) List the prime numbers

23, 31

Can only be divided by 1 and itself, 24, 28, 34 can be divided by 2, 27 and 33 are in the 3 times table (and others), 35 is in the 5 times table

b) Find the cube number

27

$1 \times 1 \times 1 = 1$ ,  $2 \times 2 \times 2 = 8$ ,  $3 \times 3 \times 3 = 27$

## BIDMAS – Order of operation

<b>B</b>	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
<b>I</b>	Indices	$5 + 2^2 = 5 + 4 = 9$
<b>D</b>	Division	$10 \div 6 \div 2 = 10 \div 3 = 13$
<b>M</b>	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
<b>A</b>	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
<b>S</b>	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

## Using a given number fact

Given that  $37 \times 432 = 15984$

$3.7 \times 4.32 = 15.984$

3.7 is 10 times smaller than 37, 4.32 is 100 times smaller than 432. So the answer is 1000 times smaller than 15984

$159.84 \div 43.2 = 3.7$  Rearrange original  $15984 \div 432 = 37$

159.84 is 100 smaller than 15984, 43.2 is 10 times smaller than 432. So the answer is 10 times smaller than 37

## Addition and subtraction

$$\begin{array}{r} 38 \\ 93 \\ \hline 131 \\ 1 \end{array} \quad \begin{array}{r} 6712 \\ 56 \\ \hline 16 \end{array}$$

## Negative numbers - directed

$++ = +$ $3 + 4 = +7$ $-2 + 8 = +6$	$-- = +$ $3 - -4 = +7$ $-2 - -8 = +6$	<b>SAME SIGNS = POSITIVE</b>
$+- = -$ $3 + -4 = -1$ $-2 + -8 = -10$	$-+ = -$ $3 - +4 = -1$ $-2 - +8 = -10$	<b>DIFFERENT SIGNS = NEGATIVE</b>
$++ \times +$	$-- \times -$	<b>+</b>
$+- \times -$	$-+ \times +$	<b>-</b>
Odd number of negative numbers		

## Hegarty Maths Skills Links

Addition and Subtraction 9, 18, 19, 20, 40, 41, 47

Multiplication and division 6, 10, 11, 21, 22, 23, 48, 49, 50, 144, 145

Order of operations 24, 44, 120, 150

Negative numbers 37, 38, 39, 40, 41, 42, 43, 44

## Key words and definitions

**Factors** – numbers which divide into another number with no remainder

**Multiples** – answers to times tables

**Prime factor decomposition** – write a number as a product of its prime factors

**Rounding** – make a number simpler but still close to the original number

**Significant figures** – the importance of each single digit in a number

**Approximate** – estimate calculations by rounding each number to 1 significant figure first

## Factors and Highest common factor

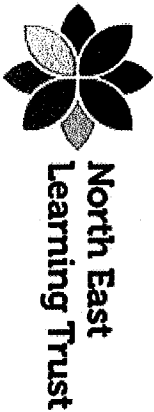
To find the factors of a number, find all of the numbers that can divide exactly into that number with no remainders

To find the HCF of two or more numbers, find the factors of each number and then find the highest number that appears in both lists

$$16 \Rightarrow 1, 2, 4, \textcircled{8}, 16$$

$$24 \Rightarrow 1, 2, 3, 4, 6, \textcircled{8}, 12, 24$$

So the highest common factor of 16 and 24 is 8



## Multiples and LCM

To find multiples of a number, list the answers in that times table.

To find the LCM of two or more numbers, find multiples of each number then look for the lowest number in each list

**Multiples of 3:**

$$\textcircled{3}, 6, 9, \textcircled{12}, 15, 18, 21, \textcircled{24} \dots$$

**Multiples of 4:**

$$\textcircled{4}, 8, \textcircled{12}, 16, 20, \textcircled{24}, 28 \dots$$

The LCM of 3 and 4 is 12.

## Prime factor decomposition

Write these numbers as a **product of prime factors**

$$12 = 2 \times 2 \times 3$$

$$18 = 2 \times 3 \times 3$$

$$24 = 2 \times 2 \times 2 \times 3$$

$$12 = 2^2 \times 3$$

$$18 = 2 \times 3^2$$

$$24 = 2^3 \times 3$$

## Significant figures

Rounding to 1.s.f

$$\uparrow 304.2 \approx 300$$

$$\uparrow 18.97 \approx 20$$

$$\uparrow 2.47 \approx 2$$

$$\uparrow 0.3901 \approx 0.4$$

## Approximate calculations

Round each number to 1 significant figure then calculate

$$19 \times 1.73 \approx 40$$

$$98.1 \times 41.8 \approx 4000$$

$$73.8 + 4.85 \approx 79$$

$$\frac{62.1 + 17.3}{11.4} \approx 10$$

$$\frac{4.1 \times 6.4}{3.25 + 4.91} \approx 2$$

$$\frac{22.03 \times 38.4}{0.179} \approx 4700$$

## Using a calculator

Be familiar with, and be able to use the following keys – this is not an exhaustive list.

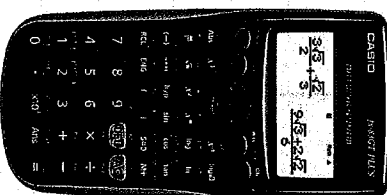
( ) Brackets keys

$\frac{\square}{\square}$  Change between fraction and decimal form

$\frac{\square}{\square}$  Fraction key

$\sqrt{\square}$  Find the square root of a number

$\square^2$  Press to square a number



## Hegarty Maths Skills Links

Factors and multiples 27, 31, 32, 33, 34, 35

Significant figures 130

Approximate calculations 131

Using a calculator 129

Product of prime factors 29, 30



## Key words and definitions

Primary data – data collected first hand, in a survey or experiment

Secondary data – data collected by someone else

Discrete – can only take certain values, usually something you can count

Continuous – data that can be measured, can take any value

Average – a typical value for some data, see mean, mode and median

Distribution – how data is spread out, takes account of average & range

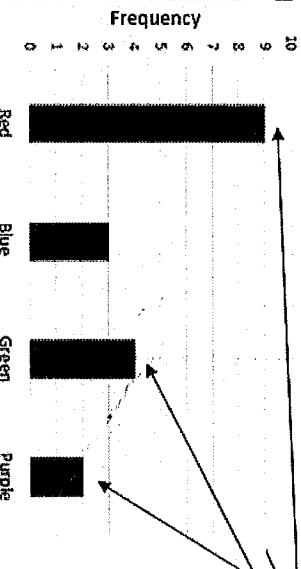
## Averages

Mode	Average	Advantages	Disadvantages
Most common	Mean	Every value makes a difference	Affected by extreme values
	Median	Not affected by extreme values	May not change if a data value changes
	Mode	Easy to find. Not affected by extreme values. Can be non-numerical	There may not be one. There may be more than one.

## Tally Charts and bar charts

Complete a tally chart for the most popular colour of car  
Red, blue, red, green, red, purple, red, green, red, red, purple, green, blue, red, green, blue, red, red, red

Colour	Tally	Frequency
Red		9
Blue		3
Green		4
Purple		2



Favourite Colour of Car

The number of red, blue, green and purple cars is the frequency (height of the bars).

### IMPORTANT

The bars are the SAME width

The gaps between the bars are the SAME width

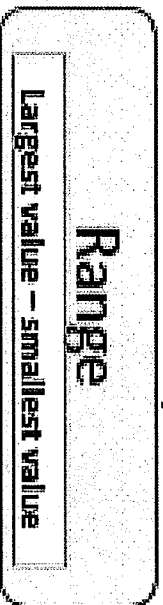
Both axes are labelled

The graph has a title

Frequency starts at 0



## Range

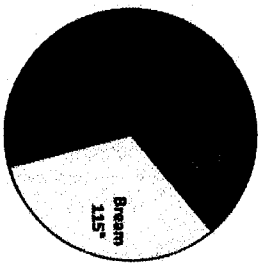


## Pie chart

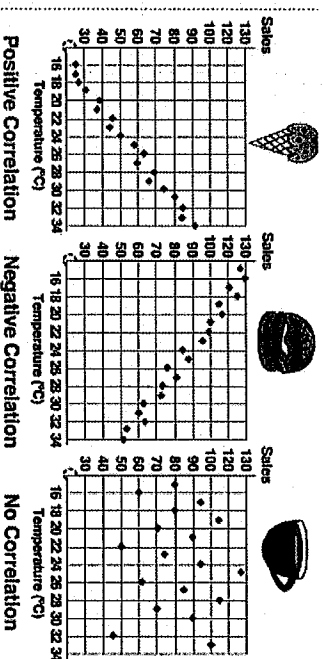
- Sum (add up) the frequency  
 $360^\circ \div \text{frequency}$
- $360^\circ \div 72 = 5$
- Multiply each category  $\times 5$  to find sector size

Draw an accurate pie chart to show this information.  
This table give information about the number of fish in a lake.

Fish	Frequency	
Perch	10	$\times 5 = 50^\circ$
Bream	23	$\times 5 = 115^\circ$
Carp	39	$\times 5 = 195^\circ$
TOTAL	72	$360^\circ$



## Scatter graphs



Positive Correlation

Negative Correlation

No Correlation

## Hegarty Maths Skills Links

Averages	404, 405, 406, 407, 408, 409, 410, 413
Tally and bar charts	401, 425
Scatter graphs	453, 454
Pie charts	427, 428, 429

## Key words and definitions

**Area** – the area of a 2D shapes is the amount of space inside it

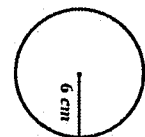
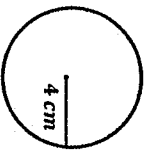
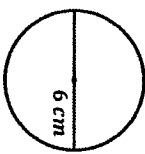
**Perimeter** – the perimeter is the total distance around the outside of a shape

**Circumference** – the distance around the outside of a circle

**Surface area** – sum of the areas of all the faces in a 3D shape

**Volume** – the amount of 3D space occupied by an object

## Area and Circumference



$$C = \pi d$$

$$C = 2\pi r$$

$$A = \pi r^2$$

$$= 3.142 \times 6 \text{ cm}$$

$$= 2 \times 3.142 \times 4 \text{ cm}$$

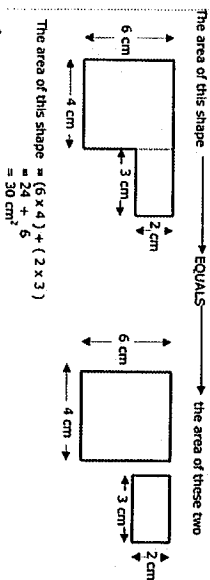
$$= 3.142 \times 6^2$$

$$= 18.85 \text{ cm}$$

$$= 25.14 \text{ cm}$$

$$= 113.11 \text{ cm}^2$$

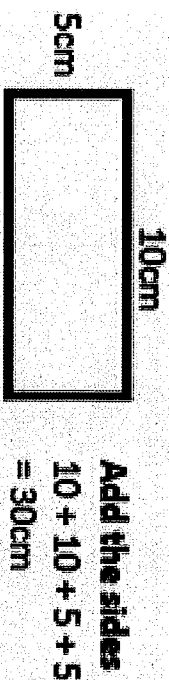
## Compound area



## Area

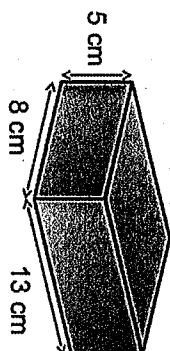
<b>SQUARE</b> $A = \text{Length}^2$	
<b>RECTANGLE</b> $A = \text{Length} \times \text{width}$	
<b>TRIANGLE</b> $A = \frac{1}{2} \text{ Base} \times \text{height}^*$	
<b>TRAPEZIUM</b> $A = \frac{1}{2} (a + b) \times \text{height}^*$	
<b>PARALLELOGRAM</b> $A = \text{Base} \times \text{height}^*$	

## Perimeter



## Volume of a cuboid

What is the volume of this cuboid?



Volume of cuboid

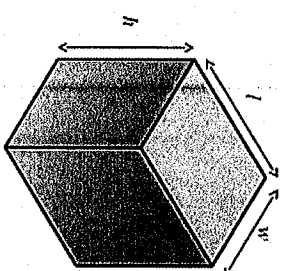
= length  $\times$  width  $\times$  height

$$= 5 \times 8 \times 13$$

$$= 520 \text{ cm}^3$$

## Surface area of a cuboid

We can find the formula for the surface area of a cuboid as follows.



Surface area of a cuboid =

$$2 \times lw \quad \text{Top and bottom}$$

$$+ 2 \times hw \quad \text{Front and back}$$

$$+ 2 \times lh \quad \text{Left and right side}$$

$$= 2lw + 2hw + 2lh$$

## Hegarty Maths Links

Area	553, 554, 555, 556, 557, 558
Perimeter	548, 549, 550, 551, 552
Circles	534, 535, 536, 537, 538, 539, 540, 541, 542, 543
Volume	567, 568
Surface area	584, 590

## Knowledge Organiser - Microsoft OneDrive

OneDrive is the Microsoft cloud service that connects you to all your files. It lets you store and protect your files, share them with others, and get to them from anywhere on all your devices.

### Staying Organised

**Want to give your document a name? Called it something else and want to change it?**  
Here's a guide on how to do that!

**Rename**

Work should be organised and named.  
Documents can be renamed at any time.

1. Select document
2. Click "Rename" on the top bar
3. Enter name
4. Save

Or

1. Open document
2. Click into top title bar
3. Rename

**Organising and naming documents within your OneDrive will allow you to work more efficiently.**  
Here is a step by step guide how to do this.

1. By now your OneDrive will be filling up with work.
2. Create a folder: Click new and select folder
3. Name your folder: Press create. Make folders for all subjects

**Sometimes your documents aren't quite where you want them...**  
Here's a guide on how to move them!

**Moving Documents - Option 1**

Select and drag to a subject folder: Select document, hold down left mouse button and drag to folder

**Moving Documents - Option 2**

You can also select documents and press the move button on the top bar. Select the folder to move the document to and press move

**Had some files shared with you? Want them in a folder?**  
Here's a guide on how to move them!

If you go to your shared area in OneDrive you will find files from teachers.

You may wish to organise these documents into folders within your OneDrive

1. Select document
2. Go to copy link on the top bar
3. Copy the link
4. Go to "My Files"
5. Select folder you wish link to be in
6. Click new, link
7. Paste in copied link
8. Create

## Knowledge Organiser - Microsoft Teams

**The basics**

**Activity:** This will show any messages that have been posted in the Teams you are part of.

**Search:** Can't find your class? Type in the code here.

**Teams:** Click this icon to return you to this dashboard and see all of the teams you are part of.

**Dashboard:** Your teams dashboard will look something like this. All of the teams you are part of will be here. You can get back to this page at any time by clicking the Teams icon on the left.

**Assignments:** Your teacher will set work and registers as assignments. You can jump straight to a list of the ones you have due by clicking here.

**Accessing Assignments**

**Assignment:** Click on "Assignment" on the left hand side.

**Activity:** Another way to access your assignments is to click "Activity".

**Select your class:** From the drop down menu. Click next.

**Turn It In:** Follow the instructions from your teacher. Then click "Turn In".

**Assignments that have been set also appear here.** Click on it and follow the rest of the steps in the same way as before.

Watch the EStream help video [here](#).

**Uploading Work to Assignments**

**Assignment:** Select the assignment you want to submit work for.

**Edit:** An uploaded document by clicking the ellipsis (...)

**Turn It In:** Hand in your assignment!

**Upload:** A document you have already created by clicking + Add work, then select your document from your files.

**Assignment:** Open the assignment by clicking on it.

**Select:** How you want to open the document.

Watch the EStream help video [here](#).

### Things to think about:

Microsoft Teams is a communication and collaboration platform that combines chat, video meetings and file storage.

**Think of a "team" as a house** - In Microsoft Teams you work in different "teams". You can think of each team as a house where you work together with others. Everyone who is a member of the house will be included in everything that goes on in the house.

**Think of a "Channel" as a room** - When you first build your house it only has one room. In Microsoft Teams this corresponds to the "General" channel.

**Think of the "Activity Feed" as the hallway** - In the middle of the house you have a hallway. You can stand in the hallway, open the doors to the rooms you are most interested in, and hear all the conversations going on in the various rooms - without leaving the hallway!

## Knowledge Organiser - E-Safety - Cyber Bullying

Cyberbullying is when a person, or a group of people, use the internet, mobile phones or other digital technologies to threaten, tease or abuse someone.

### Types of cyber bullying

- **EMAIL:** Sending threatening emails or intimidating someone
- **SOCIAL NETWORKING SITES:** Posting hurtful comments on someone's profile, faking profiles
- **CHAT:** Saying nasty things in chat and instant messaging
- **GAMING:** Ganging up on another player or excluding them
- **PHONES:** Making prank calls, nasty texts and photo messages
- **WEBCAMS:** Making people do things on webcams that upset them
- **FORUMS AND MESSAGE BOARDS:** Ganging up on someone, excluding someone, making hurtful comments
- **EMAIL:** Sending threatening emails or intimidating someone
- **SOCIAL NETWORKING SITES:** Posting hurtful comments on someone's profile, faking profiles
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### How to avoid cyber bullying

- **Don't post stuff that is very personal** – keep information general
- **Think carefully about posting pictures online** – once it's there, anyone can see it or use it
- **Don't share your passwords** – keep your personal information private!
- **It's not a good idea to meet up with anyone you meet online** – you don't really know who they are!
- **Try to think carefully before you write things online** – people can get the wrong end of the stick
- **Respect other people's views** – just because you don't agree with them, it doesn't mean you have to be rude or abusive
- **Understand everyone is unique** – everyone is different!

### What you can do

- **Talk to someone you trust** like a teacher, or a parent. They can help stop or prevent bullying!
- **Report any cyberbullying**, even if it's not happening to you
- **Never respond** as it could make matters worse
- **Save any bullying messages**, posts, pictures or evidence that you receive
- **Make a note of the dates and times** they occurred
- **Keep your passwords private!**
- **Do not post any personal information online**

Have fun... But be safe when using the internet!

### CEOP

There is a Click CEOP button on the Shotton Hall website in order to provide children and young people with information, advice and a direct reporting route to CEOP.



### Who can you contact in school

- Pastoral Department
  - Mrs Walshaw
  - Mrs Bridgewater
  - Mrs Heseltine
- Sept Tutors
- Teaching Staff
- Head of Year

## Knowledge Organiser - E-Safety - Digital Footprint

A digital footprint is a funny term used to describe the traces of yourself that you leave online. It's called a footprint because, with every website you visit, you leave a trail or footprint showing that you've been there - much like the footprints you leave while playing outside in the snow.

### Social media

- **Remember:** you should be 13+ to have social media accounts.
- **Good for:** Keeping in touch with people, sharing pictures and videos.
- **DO:** Keep your privacy settings to friends only
- **DON'T:** give address, post photos you wouldn't want your family to see, locations on photos, mobile number, school, or pictures of your school uniform with logo

### Online chatting and chat rooms

- **NEVER GIVE OUT PERSONAL INFORMATION** (name, address or school). If someone asks you for personal information, tell a trusted adult.
- **NEVER ARRANGE TO MEET SOMEONE** you have only met online. People may not be who they say they are...

### Online gaming

- You can play online games with lots of people, even people all around the world
- You can make new gaming friends and chat to people
- **ALWAYS** play games that are suitable for your age
- **ALWAYS** use a nickname and **NEVER** give personal information
- **REMEMBER** it is just a game, so behave in a sporting way
- **DON'T** cheat, be nasty or upset anyone so you can win

### Email

**NEVER OPEN** an email from someone you don't know. It could contain viruses, scams, or access to your computer

**DELETE** emails from people you don't know

**NEVER GIVE OUT PERSONAL INFORMATION** to people you don't know

**NEVER SEND PHOTOGRAPHS** to anyone you don't know personally

Treat people as you would like to be treated (rude or bullying emails can last forever on your digital footprint)

### Instant messaging and messaging apps

- A way to chat privately with friends and family
- You can use webcams or FaceTime to see the other person
- You have a contacts list
- **BLOCK** anyone you don't know who adds you to their contacts list
- **NEVER GIVE OUT PERSONAL INFORMATION** (name, address or school)
- **AVOID** using a photo of yourself on your profile
- **NEVER USE A WEBCAM** with people you don't know

### File sharing

- File sharing is not a good way of downloading music or films
- Files could contain viruses or nasty images
- Many files are illegally downloaded films or music (piracy)
- You can try YouTube, but ask a trusted adult first
- If you want new music or videos, it's better to get them from a reputable site where you can pay for content.
- Ask an adult to help you share files legally

**Year 7 French Sentence Builder 1**  
**Introductions**

Antoine

Raoul

Je m'appelle  
(I am called)

Hugo

Je suis  
(I am)

Lucie

Marie

Amélie

et  
(and)

j'habite à  
(I live in)

je vis à  
(I live in)

Peterlee.

Shotton.

Wingate.

Paris.

Nice.

Year 7 French Sentence Builder 2			
Age and Birthday			



Literary Time Periods

Medieval (476–1500)	Also known as the Middle Ages, 18th-century English historian Edward Gibbon felt people in this time period were mired in "barbarism and religion."	Chaucer ( <i>The Pardoner's Tale</i> )
Renaissance (1550–1660)	"Renaissance" is a French word meaning "rebirth". The period is called by this name because at that time, people started taking an interest in the learning of ancient times, in particular, the learning of Ancient Greece and Rome. The Renaissance was seen as a "rebirth" of that learning.	John Milton ( <i>Paradise Lost</i> ), Aphra Behn ( <i>The Rover</i> )
Romanticism (1770–1850)	Romanticism has 5 key elements... 1. Interest in the common man and childhood. 2. Strong sense, emotions and feelings. 3. Awe of and respect for nature. 4. Celebration of the individual. 5. Importance of imagination.	William Wordsworth ( <i>I Wandered Lonely as a Cloud</i> ) William Blake ( <i>A Poison Tree</i> ) John Keats ( <i>La Belle Dame sans Merci</i> ) Percy Shelley ( <i>Love's Philosophy</i> )
Victorian (1837–1901)	The Victorian era of the United Kingdom and its overseas Empire spans the 63-year reign of Queen Victoria (1837–1901). Victoria served as figurehead for the nation. The period saw: the British Empire grow to become the first global industrial power; revolutionary breakthroughs in the arts and sciences, which shaped the world as we know it today; heavy industrialisation meant class divides were stronger than ever – the rich got richer and the poor became poorer!	Charles Dickens ( <i>Oliver Twist</i> ) George Eliot ( <i>Silas Marner</i> ) Robert Browning ( <i>The Laboratory</i> )
First World War Poetry (1914–1918)	The First World War inspired profound poetry – words in which the atmosphere and landscape of battle were evoked perhaps more vividly than ever before. The First World War poets – many of whom lost their lives – became a collective voice, illuminating not only the war's tragedies and their irreparable effects, but the hopes and disappointments of an entire generation.	Jessie Pope ( <i>Who's for the Game?</i> ) Siegfried Sassoon ( <i>Does it Matter?</i> )
Modernism (1920–1940)	After World War 1, amidst shock and grief, there was a sense that the 'old world' had vanished forever. Modernism is characterised by works which are chaotic, pessimistic and unstable. They are often confused and question the way of the world.	Virginia Woolf ( <i>Mrs Dalloway</i> )
Postmodernism (1950–Still evolving)	Postmodern challenges our view about certainty and reality! Meaning does not have to always exist in postmodern literature! The 'normal' conventions we've seen before are challenged!	Lemony Snicket ( <i>Unfortunate Events</i> ) Carol Ann Duffy ( <i>Text</i> ) Muriel Spark ( <i>Lean Brodie</i> )

Tier 2 and 3 Vocabulary

This Quotation/ Reference...

Infer	Deduce or conclude (something) from evidence and reasoning rather than from explicit statements.	Achieves	Advances	Affects
Compare	Estimate, measure, or note the similarity or dissimilarity between.	Allows	Alludes to	Builds
Connotations	What comes to mind when you think of a word	Concludes	Confirms	Conveys
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.	Encourages	Enhances	Establishes
Patriotic	Having or expressing devotion to and vigorous support for one's country.	Exaggerates	Emphasises	Explores
Protest	Express an objection to what someone has said or done.	Exposes	Forces	Generates
		Highlights	Hints	Identifies
		Ignites	Illustrates	Impacts
		Implies	Identifies	Indicates

17 English Language Arts

Word Classes

Noun	Identifies a person (girl), thing (luckiness) or state (anger).
Verb	Describes an action (jump), event (happens), situation (be) or change (evolve).
Adjective	Describes a noun (happy girl, grey wall).
Adverb	Gives information about a verb (jump quickly), adjective (very pretty) or adverb (very quickly).
Preposition	Describes the location of something, e.g. the pen was found under the table.

Language Techniques

Simile	Something is presented as like something else.
Metaphor	Something is presented as something else.
Imagery	When the writer provides mental "pictures".
Personification	Giving human traits to something non-human.
Rhyme	Words that have the same sound.
Rhythm	A repetitive beat.
Stanza	A paragraph in a poem.
Semantic field	A group of words which are associated in some way to one another.
Rhetorical questions	Questions which don't require an answer
Direct speech	A sentence in which the exact words spoken are reproduced in speech marks

PEEL Paragraphs

Point	Answers the question
	An opening sentence which introduces your idea.
Evidence	A quotation, precise and embedded
	Might group quotations
Explode	Where you put all of your ideas about words, effects and language techniques.
Link	Link to how the reader feels and what they learn
	As you get older, you will begin to link to lots of other things too, but for now we will stick to the reader!

17 English - Introduction to English

## Language Subject Terminology

### 1. Word Classes

Noun	Identifies a person (girl), thing (wall), idea (luckiness) or state (anger).
Verb	Describes an action (jump), event (happen), situation (be) or change (evolve).
Adjective	Describes a noun ( <b>happy</b> girl, <b>grey</b> wall).
Adverb	Gives information about a verb (jump <b>quickly</b> ), adjective ( <b>very</b> pretty) or adverb ( <b>very</b> quickly).
Preposition	Describes the location of something, e.g. the pen was found <b>under</b> the table.

### 2. Sentence Structures

Simple	A sentence with one independent clause. "She went to the shop."
Compound	A sentence with multiple independent clauses. "She went to the shop and bought a banana"
Complex	A sentence with one independent clause and at least one dependent clause. "Sometimes, when she goes to the shop, she likes to buy a banana."

### 3. Language Techniques

Simile	Something is presented as like something else.
Metaphor	Something is presented as something else.
Imagery	When the writer provides mental "pictures".
Personification	Giving human traits to something non-human.
Alliteration	The occurrence of the same sound/letter at the beginning of words
Facts	Something proven to be true.
Opinion	A view/judgement on something.
Repetition	Repeating something to emphasises or reinforce.
Emotive Language	Words/phrases which appeal to the emotions.
Statistics	A piece of data (number) used to prove a point.
Three Rule	Three words/phrases grouped together for effect.
Rhetorical Q	A question which does not require an answer.
Imperatives	Command words; words which direct the reader.
Personal Pronoun	Words such as 'you', 'I'. Personalising to the reader.

## 4. Tier 2 Vocab

Rhetoric	Art of using language persuasively in written or spoken form.
Languish	To be or become feeble or weak.
Oppression	Prolonged or unfair treatment of a group of people.
Minute	Very small, of small importance.
Abyss	A deep or seemingly bottomless pit.
Agitation	Situation in which people protest or argue, especially in public, in order to achieve a particular type of change.
Galvanise	Shock or excite (someone) into taking action.
Inequality	When people are not treated the same.
Unprecedented	Never done or known before.
Condemnation	Very strong disapproval.

### 5. Sentence Starters

Simile starter	Like a dulled mirror, society ignores...
2 Adjective starter	Tired and disillusioned, young people believe...
Subordinate clause starter	Although it is quintessential, it must be considered...
Verb starter	Arguing this point...
Adverb starter	Surely, it is realised...
Anaphora	It couldn't be denied it was beautiful. It couldn't be denied it was

## Other Writing Skills

English

Term 1.2.

### 6. How to structure

1. Opening Paragraph	Make your viewpoint clear and engage the audience (you could use an anecdote to do this).
2. Main part of the text	Explain one reason why you agree/disagree with the statement.
3. Main part of the text	Explain another reason why you agree/disagree with the statement.
4. Conclusion	Make sure your audience knows what your viewpoint is. Hammer your message home.

### 7. Things to consider

Audience	Consider who have you been asked to write for and how can your language choices reflect this.
Format	In what style have you been asked to write?
Register	How formal or informal should your response be?
Clear View-point	Have a backbone argument that you are continually referring to throughout.

### 8. Sophisticated Punctuation

Brackets ()	To contain extra information
Semi-colon ;	To link two main clauses which link in some way e.g. it was raining; I grabbed my coat.
Comma ,	To separate a main clause and subordinate clause
Colon :	To introduce a list or an idea. The worst thing about school: the homework.
Dash —	To add further information in a sentence.

Use English - moments in history