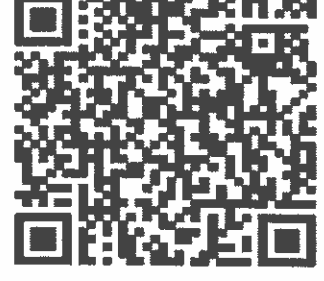
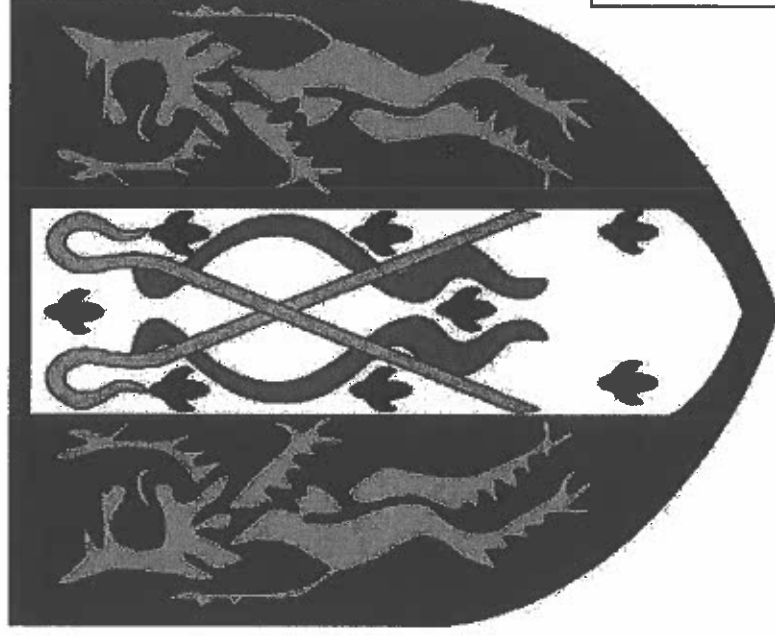


Year 7 Knowledge Organiser

Additional



Scan me to learn how
best to use this booklet
and see all the online
versions of these
booklets!

Table of Contents

<u>Subject</u>	<u>Page Number</u>
----------------	--------------------

History	1
---------	---

Geography	9
-----------	---

MFL	16
-----	----

Computing/IT	29
--------------	----

RS	36
----	----

Visual Arts	49
-------------	----

Performing Arts	56
-----------------	----

PE	70
----	----

DT	87
----	----

History

Year 7 HISTORY-Half Term 1.1

Summary- Position in the Curriculum

An introductory unit to form our baseline in History. This will help you to get to grips with some of the key terminology you will use throughout your History studies and to gain an awareness of the study skills that historians use in their work. This will be taught through a study of Britain before and during the Roman era, and will set the scene of England by 1066, when the country faced one of its most turbulent years after the death of King Edward the Confessor. You will discover what sources are, how they can be primary or secondary, and how historians use them to get information about the past. You will also test your numeracy skills as you begin to learn about **chronology**, how we measure time, and discover how time periods are labelled by historians to help us to talk about the past in a professional way.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Change and Continuity	Studying what has changed over time and what has stayed the same. This allows historians to see trends and processes.	Historian's use sources as evidence about the past. They provide historians with clues about the way people used to live, or what they did or thought. There are two types of sources:	Revision and self-study questions are below.
Cause and Consequence	A cause is the reason why an event happened and the consequence is something that happens as a result of event.	Primary Source: an object or information created during the period of history that the historian is studying. Secondary Source: an object or information created after the period of history that the historian is studying.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Chronology	Putting historical events into time and date order.	We talk about time in different ways: BC: Before Christ BCE Before Common Era (non-religious date term) CE: Current Era (non-religious date term) Decade: 10 years Century: 100 years Millennium: 1000 years	1. Can you label 10 dates on a timeline and correctly name their centuries? 2. Name 5 examples of primary sources that were created during the time periods studied.
Artefact	The remains of things made by humans e.g. weapons or buildings	Who's who in 1066? Edward the Confessor: The King of England who died in 1066 without having a child. This meant there was no direct heir to the throne. 4 contenders claimed the crown: Harold Godwinson: Powerful nobleman who became King after Edward Harald Hardrada: Grandson of King Cnut and rival to King Harold William of Normandy: Fierce fighter from France who claimed Edward promised him the throne. Edgar the Aetheling: King Edward's nephew. Had lived with Edward for many years and was only 14 years old when King Edward died.	3. Describe the key features of each group of people who invaded and settled in Britain during this study.
Interpretation	A historians view or opinion on a historical event or person		4. Explain 3 reasons why the death of King Edward the Confessor was a problem in 1066.
			5. Provide 2 strengths and 2 weaknesses of each of the claimants to the throne.

Centuries				
1 to 100	1st century			
101 to 200	2nd century			
201 to 300	3rd century			
301 to 400	4th century			
401 to 500	5th century			



Always cover the last two numbers and add 1!

Prehistoric Britain



Roman Britain
London founded 50 AD



Christianity 397 AD



Anglo-Saxon Britain



Normans



Viking Britain



Westminster Abbey completed 1065 AD

Summary- Position in the Curriculum

This second unit looks at conflict & tension in England by 1066. Initially you will learn about why King William on the Battle of Hastings & then move onto learning about how King William gained & maintained control of England after the Norman victory at the Battle of Hastings on the 14th October 1066.

Key Words	Definitions	Core Knowledge - How William conquered & controlled England	Preparing for Assessment
Shield Wall	A defensive strategy used in battle. Creating a wall by interconnecting shields.	In 1066 there were three battles over who would be the King of England: The Battle of Fulkton Gate, Battle of Stamford Bridge & Battle of Hastings	Revision and self-study questions are below.
Feigned/Fake Retreat	A defensive strategy used in battle. Whereby a military force pretends to withdraw in order to lure the enemy into a position of vulnerability/weakness.	Castles were vital to William's takeover & control of England. The Normans erected Motte & Bailey style castles all around England. They had a huge military and psychological impact that made it easier for William and the Normans to establish control.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Rebellion	When people fight against their ruler.	William defeated Harold Godwinson at the Battle of Hastings due to a number of reasons.	1. Describe the three main battles that took place in 1066?
Feudal System	Was a way of organising society into different groups based on their roles. The King was at the top with all the control and the peasants at the bottom doing all the work	Luck - The Saxons left the shield wall to chase the Normans down the hill & at a key moment in the Battle of Hastings Harold was killed.	2. Describe the strengths and limitations of each army at the Battle of Hastings?
Motte & Bailey Castles	The first castles built to help fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed. The Bailey was on flat land, where majority of the people lived. The Motte was the higher land of the castle, where the fort was.	Preparation - William had well trained and professional soldiers. Large parts of Harold's army were untrained and made up of farmers. Harold's army were exhausted or wounded from fighting at Stamford Bridge.	3. Create a plan of attack for a Norman Motte and Bailey castle. Consider its strength and weak points.
5th January 1066 King Edward the Confessor died.		Skill/Leadership - William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away. William used cavalry and archers to win the battle. Harold arranged his army into a shield wall on the top of Senlac hill. This gave him an advantage until the Normans used their tactic of feigned retreat.	4. Explain why & how Motte & Bailey castles helped the Normans control England.
20th September 1066 Battle of Fulford Gate - Harald Hardrada and Tostig took on the northern army of the Anglo-Saxons led by Earl Morcar and Earl Edwin, defeated them.			5. How did the feudal system make it easier for King William to control England? Draw and label a diagram to show what the feudal system would look like today. How do you think society is ordered in the UK today?
Feudal Pyramid - King gives the Barons land. The king's power is absolute. - Barons give some land to the knights. - Knights give peasants land. - Peasants pay homage by working on the knight's land. - Baron's army fighting in the king's army when needed. - Knights pay homage by fighting in the king's army when needed. - King pays homage by bringing the king an army when needed. Motte and Bailey Castle			

Summary- Position in the Curriculum

This third unit looks at power, revolution & change in England 1450-1750 through the prisms of the Renaissance & Reformation of the Catholic church. You will learn that the three centuries between 1450 and 1750 were a time of great change in Britain, Europe and the wider world. Some historians call these centuries the "Early Modern Period" because this was when many of the things that shaped our modern world first began. The Renaissance was a rebirth of Ancient Greek and Roman thinking and styles. In the 16th Century an enormous change called the reformation took place the Christians in Europe split into two groups – Catholics & Protestants.

Key Words	Definitions	Core Knowledge – What was the renaissance and how did it lead to the reformation of the Christian faith across Europe and specifically In England			Preparing for Assessment
Renaissance	A Latin word meaning rebirth/reborn.	The Renaissance was a period from 1450 – 1750 when things began to change after the Middle Ages in the three following areas, Art, Science & Attitudes. In that time, the Church (Roman Catholic Church) controlled so much of the political, economic and intellectual life of Europe			Revision and self-study questions are below.
Protestant	A Christian who did not like the old Roman Catholic Church & protested against it; it now means someone who is a member of a Protestant Church.	Martin Luther – A German monk who started the Reformation when he publicly criticised the Catholic Church for being too rich, priest were not leading 'holy' lives, people could buy 'indulgences' forgiving them of sins & services were in Latin so anyone not fluent in Latin would not understand. Henry VIII – King of England from 1509 – 1547. He made the break with Rome even though he did not have Protestant beliefs The creation of the printing press by Johannes Gutenberg in around 1450 was one of the most important inventions of this period as it enabled books to be made quicker than before. This impacted upon the influence of the Catholic Church as it was no longer in control of the production of texts The Reformation was a challenge to the teachings and power of the Roman Catholic Church that began in the early 16th century. The Religious Settlement was Queen Elizabeth's solution for the problem of religion in England. Although it was a protestant church with Elizabeth as the Head it included some Catholic ways of ding things in the hope Catholics would accept it. The compromise Elizabeth made is often referred to as the 'middle way'.			Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
The Reformation	Was a challenge to the teachings and power of the Roman Catholic Church that began in the early 16 th century. It led to Protestant churches being set up/established over Europe (especially in England).	Henry VII (1485 - 1509) Catherine of Aragon Henry VIII (1509 - 1547) Jane Seymour Anne Boleyn Edward VI (1547 - 1553) Mary I (1553 - 1558) Elizabeth I (1558 - 1603) Philip of Spain			1. Can you identify the three areas over which the Renaissance changed peoples' thinking?
Roman Catholic Church	Was a way of organising society into different groups based on their roles. The King was at the top with all the control and the peasants at the bottom doing all the work				2. Identify 3 individuals who were involved in the Renaissance & explain their role.
Church of England	The Protestant Church set up in England after Henry VIII 'broke away' from Rome and the Roman Catholic Church in order to set up his own Protestant Church called the Church of England.				3. Explain the four criticisms that Martin Luther made about the Catholic Church.
					4. Explain why & how the religion of England kept changing after the death of Edward VI.
		5. Evaluate Queen Elizabeth's 'Middle way'. Write two lists: one headed 'Actions that pleased Catholics', the other one headed 'Actions that pleased Protestants'.			

Summary- Position in the Curriculum

This 4th unit looks at the theme of Democracy, Equality & Human Rights through the prism of the English Civil War (1642 -1649). The actions of James I and Charles I angered parliament, leading to the Civil War. Parliament won due to its New Model Army and executed the King in 1649. You will also consider women's history throughout this period, exploring their contribution, achievements and significance, including those of Joan of Arc.

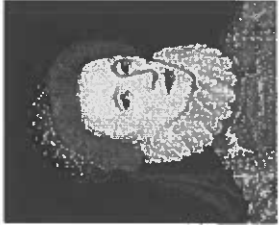
Key Words	Definitions	Core Knowledge – Charles I becomes King of England in 1625, falls out with the English parliament for several reasons with the dispute eventually resulting in a devastating civil war in England.	Preparing for Assessment
Divine Right of Kings.	Belief that Kings power came from God and therefore nobody could defy them.	Causes of the Civil War – James I & Charles I argued with parliament over matters such as raising tax, resulting in them trying to rule without it.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Puritan	Very strict Protestants who wanted to purify the Church of England from Catholic practices.	The role of religion – Charles made Catholic-style changes to the Church, upsetting Puritans and angering the Scots.	
Treason	The crime of acting to overthrow the government or harm /kill the monarch.	Charles & Parliament – Charles needed money for wars forcing him to call parliament. They refused his request for more money and the war began.	
Ship Money	An emergency tax introduced by King Charles I that was very unpopular.	Roundheads & Cavaliers – England was divided into Parliamentarians and Royalists, fighting over how the country should be run.	
Monarch	Sovereign head of state – usually a King or Queen.		1. Can you identify and explain 2 issues that Charles made King extremely unpopular?
Parliament	Body of Chosen representatives that run Great Britain	Parliament's victory – Parliament created the New Model Army, which had the support and discipline to defeat the Royalists.	2. Identify 2 individuals who were involved in the Civil War & explain their role.
New Model Army	New type of army created by Parliament.	The trial and execution of the King – The King was imprisoned, put on trial and executed by leading parliamentarians.	3. Identify & explain the differences between a Roundhead & Cavalier
Cavaliers	Nickname given to supporters of King Charles		4. Explain 2 long-term causes of the Civil War
Roundheads	Nickname given to supporters of Parliament	Who was Charles I? The eldest son of James I, Charles also believed in the Divine Right of Kings. This led to arguments with Parliament, which in the end led to the English Civil War. Charles eventually lost and was the only King to be put on trial and executed by the country.	
1603 Elizabeth I dies, James VI of Scotland becomes James I of England.	1629 The Personal Rule of Charles I starts – he closes down Parliament for 11 years.	Battle of Edgehill – 23rd October 1642 – The army of the Earl of Essex, the Parliamentarian Lord General, and the King's army clash in the first major action of the Civil War.	
1605 Gunpowder Plot – Catholic plan to blow up Parliament and King James.	1640 The Personal Rule comes to an end – Parliament is reopened.	Battle of Marston Moor – 2nd July 1644 – This is believed to have been the largest battle ever fought on English soil. Oliver Cromwell made his name as a great commander who showed how a well-equipped and trained Parliamentarian army could win the war	
	1642 The English Civil War starts	Who was Oliver Cromwell? Oliver Cromwell was an MP, who rose to fame due to New Model Army in the English Civil War. After the war, he was one of the MPs who signed Charles I death warrant. He later became Lord Protector of England, leader of England until his death in 1658.	
	1649 Execution of Charles I		

English Civil War
Timeline

<u>1625</u> James I dies – His oldest son Charles becomes King Charles I and marries a French Catholic.			<u>Battle Naseby - 14th June 1645</u> – Parliament's New Model Army destroyed King Charles I main field army, after 3 years of war this was THE decisive battle of the Civil War	The Cavaliers, also known as Royalists, were supporters of King Charles I and his son Charles II. They were named 'Cavaliers' because of their fashionable dressing style. The Cavaliers were typically wealthy, aristocratic landowners who believed in the divine right of kings. The Roundheads were supporters of the Parliament of England. The term 'Roundhead' was initially used these individuals typically wore their hair closely cropped in contrast to the long ringlets favoured by the Cavaliers. The Roundheads were generally from the middle classes and were often Puritans, who sought greater religious freedom and were critical of Catholic influences within the Church of England. Politically, they believed in the supremacy of Parliament over the monarchy and wanted to limit the power of the king.	5. Give 2 detailed reasons to explain why the events of the 1640s were so significant.
--	--	--	--	--	---

Year 7 HISTORY-Half Term 3.1

This unit fits helps you to identify and study the lives of some of the significant women who lived during the period of study up until c.1500. In the medieval period, women were not officially allowed to be leaders or monarchs. However, they did have political power and became monarchs alongside their husbands.

Key term	Definition	Major events	Preparing for Assessment
Heir	person who inherits the property/rank/throne of another after their death	Enough of History: what about Her story? - The law, set by men, greatly limited the freedom of women. - Men held all the top jobs in the Middle Ages –kings, knights, lawyers, bishops and even town and village officials. - Women were not allowed to: marry without their parents' consent, could not own business without special permission, divorce their husbands or own property of any kind unless they were widows. - A lot of the evidence from Middle Ages is from monks-Monks had no contact with women so they were hardly mentioned. VILLAGE WOMEN: Ordinary women's lives were tough. Their only education came from their mothers, and they learnt how to cook, sew, and care for children and animals. ➤The average age of girls to marry was 17, although some brides were as young as 13. ➤If the woman lived in the countryside, she would either work in the field or make cloth at home. ➤As well as working all day they were expected to cook all the food and care for all the children. TOWN WOMEN-it was possible for women to learn a trade in some of the bigger towns. ➤The most common jobs for women was spinning and weaving cloth –unmarried women are still called spinsters today. ➤Many women ran businesses but only after their husbands had died. Women couldn't start a business, but they could inherit one. RICH WOMEN-A girl from a wealthy family wouldn't have chosen her husband –her family would have done it for her. ➤The husband received a dowry, a payment from his new wife's family, when he got married. Wealthy women had time for fun, which would usually involve dancing and music. ➤Although they received less education than rich men, women were expected to run the family household and manage the servants.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. - Describe 3 things that women could do in the Middle Ages. - Describe 3 differences between the lives of men and women at this time. - Explain 3 things that Queen Amina did that was surprising to other people at the time. - Explain 3 things that Elizabeth I changed in England when she was queen. Give examples of each.
Monarch	A king or queen.		
Dynasty	A family of rulers who rule over a country for a long time		
Mary Queen of Scots.	Cousin to Elizabeth I and a Roman Catholic. It was feared that she was plotting to take the throne of England. Elizabeth had her arrested, imprisoned for 19 years before executing her in 1588.		
Interpretation	An historian's different viewpoint or opinion about historical events and people.		
Who was Amina, The legendary warrior queen of West Africa? Queen Amina of Zaria, also known as Amina of Zazzau, was a formidable leader and warrior in the 16th century. She ruled over the Hausa city-state of Zazzau (modern-day Zaria) in present-day northern Nigeria. Celebrated for her military conquests, political influence, and leadership, Amina is one of Africa's most iconic historical figures immortalised in oral traditions and historical texts.  Why did Queen Elizabeth I surprise so many people? Elizabeth I was a Tudor monarch who ruled England from 1558 - 1603. Despite her long reign, Elizabeth was never expected to become queen. She was last in line to the throne of all of Henry VIII's legitimate children. After the execution of her mother, Anne Boleyn, Elizabeth's early life was full of danger, which helped shape the queen she became. England experienced a great deal of change during Elizabeth's reign. Religion, society, the arts, trade and exploration were all very different by the time of her death. 			

Year 7 HISTORY-Half Term 3.2

This unit fits into your thematic study about empires, and decolonisation, and migration. You will raise questions, asking why different civilisations expanded their empires from the Middle Ages to c.1700. You will cover 3 case studies: The Elizabethans and the first British colonies in North America; The Spanish and the Aztec empires; Islamic empires and the rise of the Mughal empire in India.

Key term	Definition	Major events	Preparing for Assessment
Empire	A group of colonies controlled by one powerful country	The First British Empire (1497-1783) -Throughout this time, English seamen reached places that Europeans had not previously been. They set up colonies there so that they could trade the resources. -The first English colonies were in North America. -Britain fought wars to protect its empire, including the 7 Years' War with France. Many American territories were lost in the American War of Independence. • 1577-80 Drake's travels First Englishman to sail around the world: South America, Mexico, west coast of Africa and Indian Oceans. • 1585-1587 Voyages Two voyages organised by Walter Raleigh to establish English colonies in America. • In the 1700s, Britain started to build trading stations in India. The East India Company was an example, and it gradually took control of land and trade in areas of India What is migration? Migration is the movement of people from one place, to settle permanently in another. This can be between regions of a land or between countries and continents. Britain has a rich past of immigration and the country has been shaped, even today, by the cultures, traditions and skills that are brought here by migrants. The main reasons for migration to Britain include war, famine and persecution. Throughout history this has not always been the case, when people from other countries came to invade and conquer Britain out of choice. There is evidence that hundreds of black people lived in Britain during the Tudor times. Some black Tudors had important jobs in high society including John Blanke, a trumpeter in King Henry VIII's court, and Jacques Francis, who led an expedition to salvage items from the sunken Mary Rose. • Migration is the movement of people from one place to another. • This could be internal or external migration	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Explain 2 reasons why Europeans were so eager to settle in North America. 2. Create a poster called 'What was India like before the British took control'. Include at least 5 pieces of information. 3. Write down 3 similarities and 3 differences between any 2 empires from this unit. 4. Explain at least 5 reasons why people migrated in the past. 5. Create a timeline to show the different groups who migrated during this period.
Colony	A country or region under the control or influence of a more powerful country.		
Imperialism	A policy of extending a countries power and influence over foreign countries to make them part of their empire.		
Maharajas	Indian Kings who ruled their states in partnership with the British Empire.		
East India Company	company created to trade with the Mughals and then seized control of large parts of India.		
Mughal Empire Summary The Mughal Empire was an empire that stretched from Afghanistan in the West and Bangladesh in the East, including parts of India. The Mughals were Muslims who ruled from 1526 until 1857. The Mughal invasion is why there are so many Muslims in India today. The Mughal Empire was founded by Babur who travelled from modern-day Uzbekistan, through Afghanistan to India where he had major victories and captured key cities like Delhi. The Mughals became rich and powerful. The Taj Mahal was built under Shah Jahan's reign in the mid-1600s. The wealth of the Mughals came from a booming cotton trade, advanced shipbuilding, vast farmland and new road systems. 			
The Aztec Empire summary The centre of the Aztec civilization was in the Valley of Mexico, a huge high-elevation basin in the Sierra Madre Mountains. This valley had a mild climate that was good for agriculture. The surrounding lowlands offered a hotter, wetter tropical climate and an abundance of natural resources. 1325, the Aztecs settled on an island in Lake Texcoco, where they built their capital and largest city, Tenochtitlán. They called themselves the Mexica (pronounced me-shee-ka) and became accomplished corn farmers, warriors, and temple builders. 		climate Around Mexico	
Timeline of migration for this period	800,000 BC First humans (hunter-gatherers) arrive in the British Isles by walking across a land bridge called 'Doggerland.' By 3000 BC, they discover agriculture and settle permanently. 500 BC Arrival of the Celts from Europe 43-410 AD Romans arrive in the British Isles and rule for hundreds of years 450 AD Arrival of the Angles and Saxons from Denmark and Northern Germany.	800 AD First Viking raids. By 865 AD, the Vikings launched full-scale invasions of the British Isles, one by one the Anglo-Saxon kingdoms were defeated 1066 Normans conquer England. First Jews arrive from Europe. 1290 After decades of discrimination, the Jews are expelled from Britain. They are not permitted to return until 1656	1572 St. Bartholomew's Day massacre in France –leads to Huguenots arriving in Britain. 1620 Mayflower arrives in the 'New World' (modern-day USA), with Puritan settlers from England.

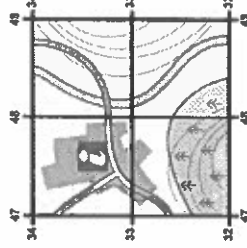
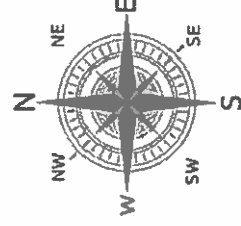
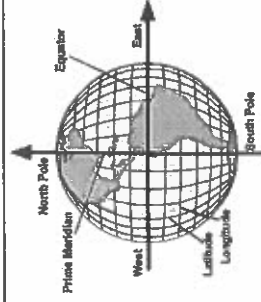
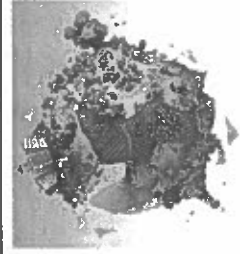
Geography

Geography (KS3) – Map Skills – Year 7 (1 of 2)

Summary - Position in the Curriculum

Map Skills is the 1st topic in Year 7 Geography. This unit helps students to access geographical ideas and develop spatial thinking. Understanding maps is an important life skill to aid navigation and to understand the world and how maps can present a particular worldview. By the end of this unit, students will have learnt a number of transferable skills e.g., compass directions, grid references to continue their Geographical journey.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Physical Geography	Natural features and events on Earth. It includes landforms and weather.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Human Geography	Where and how people live.	Use the following statements to help you learn core knowledge for the questions on the right-hand side. - There are 3 main types of Geography; 1) Physical e.g., volcanoes, rivers 2) Human e.g., buildings, roads 3) Environmental e.g., wildlife, pollution	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Environmental Geography	The natural or physical surroundings where people, plants and animals live.		1. Draw and label a map to show your route to school. Identify key features and road names.
Latitude	This says how far north or south a place is from the Equator.	To help us find places, imaginary lines called latitude and longitude are drawn onto the globe. Latitude 0 degrees is the Equator, longitude 0 degrees is the Greenwich Meridian.	2. Make a list of all the things you pass/see on your journey to school or through the window. Categorise them into physical, human and environmental features.
Longitude	This says how far east or west a place is from the Greenwich Meridian.	Maps show what things look like from above. A compass is used to show the 4 main directions N, E, S, W.	3. Draw and label the 8 points of the compass. Challenge – try 16 points!
OS Map	Ordnance Survey map – the official government organisation responsible for producing maps in the UK.	Maps have been drawn smaller than real life to fit on a piece of paper. A scale line is used to show the link between the distance on a map and its real distance on the ground.	4. Draw and label 5 maps symbols you would find on an OS map. Explain why map symbols are important?
Grid Reference	A location on a map, which is found using the northing and easting numbered lines. Grid references are useful for helping a map user to find specific locations.	Symbols are used to save space and to make it easier to see things on a map.	5. Create a treasure map using a range of map skills. Make sure you include compass directions, symbols, scale and distance as a minimum.
Map Symbols	Map symbols can include lettered, coloured area, pictures or lines. These symbols can be used to show the location of different features such as roads, viewpoints, bus stations, train stations, schools and post offices.	When giving a 4 or 6 figure grid reference remember 'along the corridor then up the stairs'.	
Relief	The shape of the land surface and its height above sea level.	Contours are lines drawn on a map that join places which have the same height.	

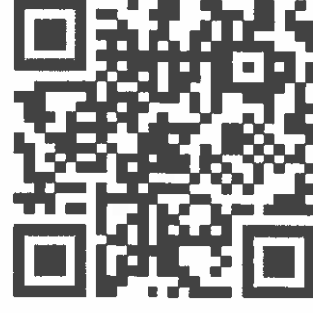
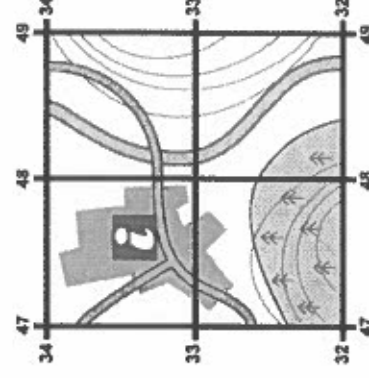
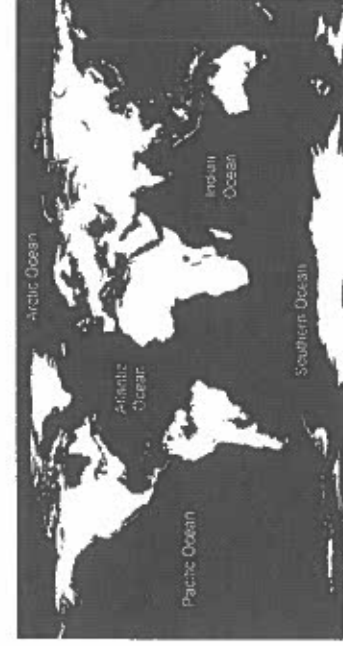
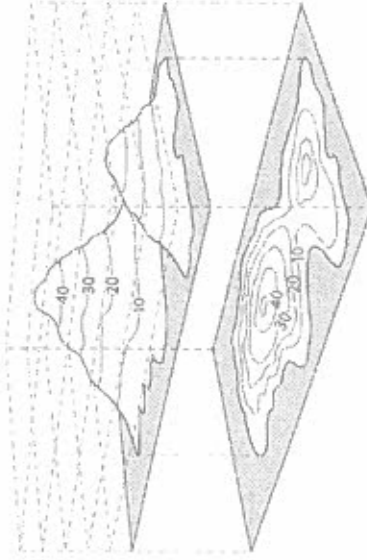


Geography (KS3) – Map Skills – Year 7 (2 of 2)

Summary - Position in the Curriculum

Map Skills is the 1st topic in Year 7 Geography. This unit helps students to access geographical ideas and develop spatial thinking. Understanding maps is an important life skill to aid navigation and to understand the world and how maps can present a particular worldview. By the end of this unit, students will have learnt a number of transferable skills e.g., compass directions, grid references to continue their Geographical journey.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Contour lines	A line on a map joining points of equal height above or below sea level.	Learn the main aspects of this topic.	Revision and self-study questions are below.
London Borough	The London boroughs are the 32 local authority districts that together with the City of London make up the administrative area of Greater London. E.g., Tower Hamlets, Croydon, Barking & Dagenham.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↴.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
City of London	The natural or physical surroundings where people, plants and animals live.	Bexley, Brent Bromley, Barnet, Croydon, Enfield, Hackney, Hillingdon, Havering, Sutton, Tower Hamlets, Westminster etc.	1. List 5 London borough in the following areas: - East London - West London - North London - South London
Oceans	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically. There are 5 oceans: Southern, Atlantic, Pacific & Indian.	Oceans provide us with food, absorbs carbon dioxide, means of transporting goods around the world. Absorbs CO ₂ .	2. Why do we need to protect the world's oceans?
Continents	A large, continuous expanse of land of which there are 7. (Europe, Asia, Africa, North America, South America, Oceania (Australasia), Antarctica).	Maps show what things look like from above. A compass is used to show the 4 main directions N, E, S, W.	3. Why is it important to use map symbols?
Equator	A line notionally drawn on the Earth equidistant from the poles, dividing the Earth into northern and southern hemispheres and constituting the parallel of latitude 0°.	4 or 6 figure grid references allow us to find a specific geography location on the map. It also helps to reduce error and makes it easier to find things on a map.	4. Why is it useful to use 4 figure grid references?
UK	The United Kingdom is an island nation in Western Europe surrounded by the sea. There are 4 distinct nations that make up the UK. These are: England, Scotland, Wales and Northern Ireland.	Contour lines show height on a map which reflects the real world outside. Contour lines which has equal value are of the same height above sea level.	5. What do contour lines of equal value mean in the real world?



Geography (KS3) – The UK – Year 7

Summary - Position in the Curriculum

The UK is the second topic of Year 7. In this topic, you will cover physical features of the UK. The topic also covers migration, the UK Economy and how a north-south divide still exists and strategies to address these regional differences and inequalities in the UK.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Economy	How a country or place is doing in making goods and how much money it has.	Learn the main aspects of this topic.	Revision and self study questions are below.
Primary Sector	An economic activity that involves collecting, extracting or harvesting natural resources e.g. farming.	Use the following statements to help you learn core knowledge for the questions on the right-hand side >.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Secondary	Jobs that use raw materials to manufacture or produce goods e.g. car manufacturer.	Mountains: Snowdon, Ben Nevis, Scafell Pike. Rivers: Severn, Thames, Tee Cities: Edinburgh, Belfast, Cardiff	1. Provide 3 answers for the following UK features: - Mountains - Rivers - Cities
Tertiary	Revolves around service and retail e.g. teacher.	Sparsely populated: few people. Densely populated: lots of people.	2. What do the terms 'sparsely' and 'densely populated' mean?
Quaternary	Involves using knowledge and intellectual skills e.g. medical research scientist.	Primary: working with the land. Secondary: making things Tertiary: providing a service. Quaternary: inventing things.	3. What is the difference between primary, secondary, tertiary and quaternary jobs.
De-industrialisation	The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and overseas competition.	Push: housing, crime, pollution. Pull: jobs, education, democracy	4. What are the push and pull factors for UK migration?
Globalisation	The growth and spread of ideas around the World. This can involve the movement or spread of cultures, people, money, goods and information.	Industries can have a negative impact on the environment but can be managed in a sustainable way.	5. Explain how improving transport links can help reduce the north-south divide?
Migration	The movement of people from one place to another.		

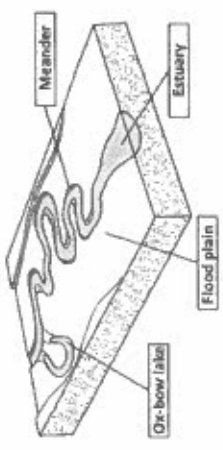
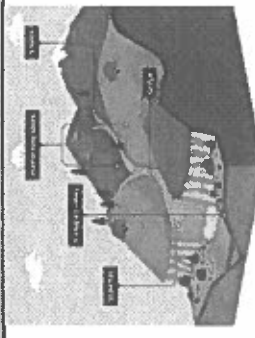
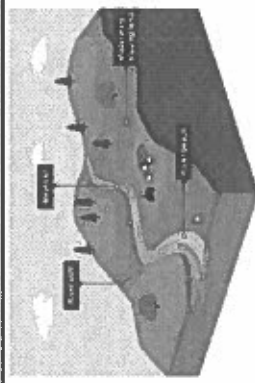
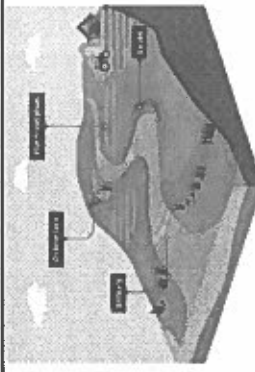
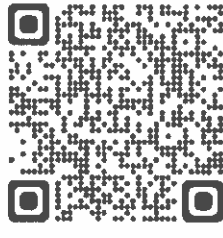


Geography – (KS3) Rivers – Year 7

Summary - Position in the Curriculum

Rivers is the 3rd topic of the Year 7 Geography curriculum. This topic begins with the physical characteristics of Rivers. The topic also covers river landforms, flood management which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Drainage Basin	An area of land drained by rivers and its streams.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Erosion		<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Precipitation	Moisture falling from the atmosphere as rain, hail, sleet or snow. (Water falling from the atmosphere (sky) in its 3 states: solid, liquid gas).	Upper: V-shaped valleys, waterfalls, Gorges. Middle: Meanders, slip-off slopes, river cliffs. Lower: Levees, Ox-bow lakes, estuary.	1. Name at least 1 river landform for upper, middle, and lower course stages of a river.
Throughflow	Water flowing through the ground.	Erosion is when the water is constantly wearing away the rock, breaking it down to a small piece.	2. Explain how erosion occurs.
Groundwater Flow	Water that has soaked into the ground and flows underground.	Physical factors: High precipitation, geology – impermeable rocks. Steep slopes – rapid transfer of water towards river channels.	3. What causes flooding? Discuss physical and human factors that contribute to flooding.
Interception	The retention of water by plants and soils which subsequently evaporated or absorbed by the vegetation.	Human factors: Urbanisation – tarmac roads, concrete driveways, building on floodplain. Deforestation – less trees mean less interception and more water transfer into river.	
Infiltration	Downwards movement of water into the ground.	1) Channel straightening. 2) Embankments. 3) Floor relief channels	4. Explain 3 hard engineering strategies to reduce rivers from flooding.
Percolation	Movement of water into underlying rocks.	1) Floodplain zoning. 2) River restoration. 3) Reforestation	5. Explain 3 soft engineering strategies to reduce rivers from flooding.
Surface run-off	Movement of water over land or through rivers.		

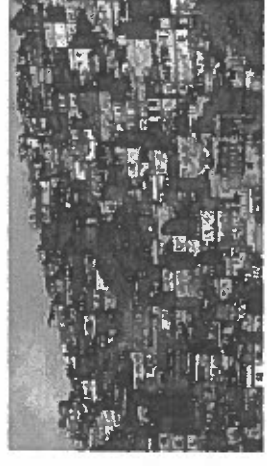
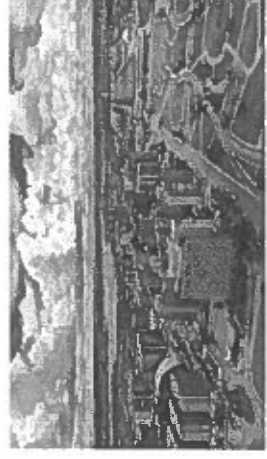
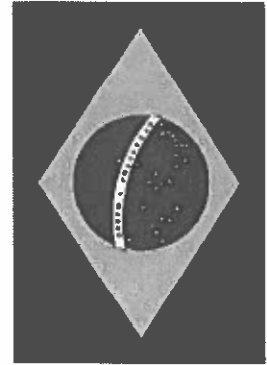
Features of a River	Upper Course	Middle Course	Lower Course	Scan QR Code for Further Learning
				

Geography (KS3) – Brazil – Year 7

Summary - Position in the Curriculum

Brazil is the 4th topic in the Year 7 Geography curriculum. Studying specific countries helps to develop contextual knowledge of globally significant places in our World which links to previous learning on map skills, UK and rivers. This unit of work focuses on both human features of Brazil e.g. cities, favelas and physical features e.g. Amazon rainforest, leading to the study of key issues faced by Brazil including deforestation and inequality.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ecosystem	A unit made up of living things and their non-living environment e.g. tropical rainforest.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Biodiversity	The variety of all living things on Earth and how they fit together e.g. trees and animals.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↴.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Deforestation	The cutting down and removal of trees.	The Amazon basin and Brazilian Highlands are Brazil's two main physical features	1. Explain why the Amazon rainforest has a high level of biodiversity?
Indigenous tribes	A group of people who choose to live a traditional lifestyle. They have no association with the modern world and have no contact with it e.g. tribes living in the Amazon Rainforest.	Most of Brazil lies in the tropics so is hot all year, with an average temperature of around 25 degrees Celsius	2. Explain why the population of Brazil has increased?
Quality of life	The general well-being of individuals and societies.	The Amazon rainforest is the World's largest tropical rainforest covering about 40% of Brazil.	3. Why are cities such as Brasilia densely populated? Think about push and pull factors
GDP (Gross Domestic Product)	The total value of all goods and services produced in a country, in a year.	50,000 years ago, the plants and animals had Brazil to themselves. By 1500 there were 5 million people in Brazil, today there are 217 million.	4. Identify the problems faced by people living in favelas. How could these problems be overcome?
Population density	The average number of people per square kilometre. Densely means lots of people, sparsely means few people.	Brazil's population is spread unevenly. The capital city, Brasilia is densely populated whilst some rural areas are sparsely populated	5. Explain the causes and effects of deforestation in the Amazon rainforest?
Inequality	The unequal sharing of wealth in a society.	Brazil is rich in natural resources. It is developing fast. But it has one big problem: inequality. Some people are very wealthy and millions are very poor.	
Favelas	A poor slum area in a Southern American City, e.g. Rocinha, Rio De Janeiro.	The Amazon rainforest is one of the most threatened ecosystems in the world. Logging, mining and agriculture all increase the rates of deforestation.	

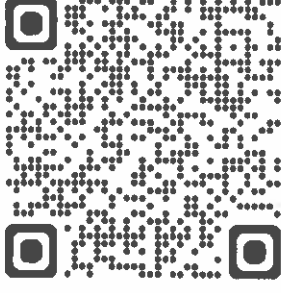


Geography – (KS3) Oceans – Year 7

Summary - Position in the Curriculum

Oceans is the 5th topic of Year 7 Geography. This topic explores the 5 Oceans: Southern, Atlantic, Pacific and Indian. The topic also provides an opportunity to look at the challenges and opportunities the world's oceans provide and how best we can protect the oceans.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sustainability	Action that meets the needs of the present without reducing the ability of future generations to meet their needs. It consists of 3 main components: Social, Economic and Environmental.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Conservation	Managing the environment in order to preserve, protect or restore it.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Ocean	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically. There are 5 oceans: Southern, Atlantic, Pacific & Indian.	Southern, Atlantic, Pacific and Indian.	1. What are the 5 Oceans?
Sea	An area of salty water smaller than an ocean that is partly or completely surrounded by land. E.g. South China Sea, Baltic Sea, North Sea etc.	Oceans provide us with food, absorbs carbon dioxide, means of transporting goods around the world. Absorbs CO ₂ .	2. Why do we need to protect the worlds oceans?
Ocean Plastic	Items of pollution discarded into the worlds oceans made of plastic.	Cut down on single use plastics. Recycle more. Tighten rules on plastic usage.	3. How can we reduce plastic pollution ending up in the Oceans?
Coral Reefs	A coral reef is an underwater ecosystem, consisting of corals that create the reef. Coral are marine invertebrate, and reefs are ridges of jagged material just above or below the surface of the sea.	The worlds oceans are warming up due to global warming. Coral reefs usually live on water temperatures of 20°C-28°C. When water is above this range, coral can end up dying losing habitats for fish.	4. Why are coral reefs in danger?
Coral Bleaching	Warmer water temperatures can result in coral bleaching. When water is too warm, corals will expel the algae (zooxanthellae) living in their tissues causing the coral to turn completely white. This is called coral bleaching	Human activity is destroying the worlds oceans. This is also leading to climate change and a global effort is needed to protect and restore the worlds oceans.	5. Can we save the world's oceans?
Great Pacific Garbage Patch	The Great Pacific Garbage Patch is a collection of marine debris in the North Pacific. Marine debris is litter that ends up in the ocean, seas, and other large bodies of water.		

5 Oceans	Great Barrier Reef – Coral Reef in Australia	Great Pacific Garbage Patch	Scan QR Code for Further Learning
			

MFL

French-Year Y7 Knowledge Organiser			Module 1: La rentrée		Half Term: 1
Summary- Position in the Curriculum: To ensure a smooth and effective transition from KS2, we reintroduce and recycle the language learnt in the primary school. This first module covers any content that pupils have learnt in KS2 and introduces pupils to key French sounds which are revisited throughout the year. Pupils start introducing and talking about themselves (name, age, birthday, likes and dislikes).					
Key Vocabulary		Key Phrases		Grammar	Key Questions for self-study
un, deux, trois, quatre, cinq 1, 2, 3, 4, 5 six, sept, huit, neuf, dix 6, 7, 8, 9, 10 vingt 20 trente 30 J'ai I have Je n'ai pas I don't have Je suis I am je ne suis pas I am not Il y a there is /are Il n'y a pas. there isn't/aren't J'ai (onze) ans. I am (11) years old. Mon anniversaire, c'est ..My birthday is on ... Je suis grand(e) I am tall Tu aimes ...? Do you like ...? le sport sport le foot football le vélo cycling le collège school le cinéma cinema		Bonjour. Hello. Salut! Hi! Je m'appelle ... My name is ... Ça va (très) bien. I'm (very) well. Pas mal, merci. Not bad, thanks. Ça ne va pas! Not good! Et toi? How about you? Au revoir. Goodbye. À plus! See you later! le premier the first janvier, février, janvier, February, March Pour moi, la rentrée, c'est ... retrouver mes amis to meet up/meeting up with my friends J'ai (onze) ans. J'ai un frère Je suis fils unique Je suis fille unique		Key verbs: avoir to have être to be étudier to /studying jouer to play/playing aimer to like Adjectives: Most adjectives add e to the masculine singular form to get the feminine singular. Adding this e to a previously silent consonant causes that consonant to be pronounced amusant(e) funny grand(e) big/tall petit(e) small/short intelligent(e) intelligent méchant(e) nasty/bad patient(e) patient timide shy arrogant(e) arrogant bavard(e) talkative/chatty fort(e) strong faible weak sympa kind	1. Comment t'appelles-tu? 2. Comment ça va? 3. Quel âge as-tu? 4. C'est quand, ton anniversaire? 5. Tu es comment? Photo description (PALMs) People-Location-Activities Qu'est-ce qu'il y a sur la photo? What is on the picture? Sur la photo, il y a au centre in the middle à gauche/à droite in the left/on the right
Expressing opinions and reasons: J'aime ... I like ... Je n'aime pas ... I don't like ... J'adore I love... C'est ... It's ... sympa. nice. génial. great. moderne. Modern. triste. sad. nul rubbish. démodé. old-fashioned.					
Tricky Pronunciation and Phonics: silent final e: amusante, intelligente (and other feminine adjective endings) ez: assez -s-: amusant eu: peu n-liaison: mon anniversaire qu : quand r : mars é: décembre nasal sounds an, on, in : janvier, ton, juin					
High Frequency words:					et = and aussi = also mais = but assez=quite très=very un peu = a bit

French-Year 7 Knowledge Organiser			Module 2: En classe		Half Term: 2
Summary- Position in the Curriculum: In module 2, pupils continue to develop what that can say about themselves (school life) and their use of regular verbs in the present tense with 1st person singular. Pupils start to express and justify their opinions using a range of adjectives.					
Key Vocabulary		Key Phrases		Grammar (er verbs)	Key Questions for self-study
l'emploi du temps timetable le français French le théâtre drama la géographie geography la musique music la technologie technology l'anglais English l'EPS P.E. l'histoire history l'informatique I.C.T. les arts plastiques art les maths maths les sciences science le droit law l'uniforme scolaire school uniform un pantalon trousers un polo polo shirt un pull jumper un sweat sweatshirt un tee-shirt tee-shirt une chemise shirt une cravate tie une jupe skirt une veste jacket/blazer des chaussettes (f) socks des chaussures (f) shoes (f)		C'est ma matière préférée j'adore ... I love ... j'aime ... I like ... j'aime assez I quite like ... je n'aime pas ... I don't like je déteste ... I hate ... C'est ... It's ... Le collège est the school is On étudie we study Il y athere is/are Il n'y a pas dethere isn't/aren't Mon jour préféré, c'est le my favourite day is le/la prof est sympa the teacher is kind le/la prof est trop sévère the teacher is too strict j'ai trop de devoirs I have a lot homework J'ai deux heures d'anglais. I have two hours of English. Je quitte la maison I leave the house J'arrive au collège I arrive at school Je retrouve mes copains I meet (up with) my friends On commence les cours à we start lessons at		étudier commencer arriver quitter retrouver aimer adorer détester <u>Structure:</u> J'aime + le/la/les + noun J'aime les maths je n'aime pas l'informatique J'adore le dessin <u>Intensifiers:</u> peu de (little, not many) beaucoup de lots of plein de plenty of vraiment really trop very un peu a bit assez quite C'est vraiment amusant	1. Qu'est-ce qu'il y a dans ta salle de classe? 2. Qu'est-ce que tu penses de tes matières? 3. Qu'est-ce que tu portes? 4. Ta journée scolaire est comment? 5. Décris moi ton collège ?
				Photo description (PALMs)  Sur la photo, je vois..... Phonics soft c : facile silent final consonant (s): aimes s-liaison: trois heures x-liaison: deux heures soft c: c'est, cinq qu : quelle	
Expressing opinions and reasons: facile easy amusant fun/funny confortable comfy/comfortable		intéressant interesting. ennuyeux boring. chic smart/stylish pratique practical démodé(e) old fashioned rubbish/awful		High Frequency words: C'est it is but mais Cependant however Parce que /Car because Étant donné que Given that	

French-Year 7 Knowledge Organiser			Module 3: Mon temps libre		Half Term:
Summary- Position in the Curriculum: In this Module pupils build upon sports vocabulary learnt in KS2. They use their knowledge of cognates in French and English from M1 & M2 to talk about what sports they play using jouer à and the activities they do using the verb faire.					
Key Vocabulary		Key Phrases		Key verbs: Modal verbs	Key Questions for self-study
au printemps en été en hiver Il fait beau. fine. Il fait mauvais. bad. Il fait chaud. Il fait froid. Il y a du soleil. Il y a du vent. Il pleut. Il neige.	in spring in summer in winter The weather's fine. The weather's bad. It's hot. It's cold. It's sunny. It's windy. It's raining. It's snowing.	Quand il pleut Je fais du patin à glace. Je fais du vélo. Je fais de la danse. Je fais de la natation. Je fais de l'équitation. Je fais des randonnées. Je ne fais pas de sport On fait du canyoning. On fait du canoë-kayak. On fait de la voile. On fait de la planche à voile. Blogger écouter de la musique envoyer des SMS prendre des selfies partager des photos regarder des films tchatter avec mes copines télécharger des chansons	When it's raining I go ice skating. I go cycling. I do dancing. I go swimming. I go horse riding. I go hiking. I don't do sport We/People go canyoning. We/People go sailing. We/people go wind-surfing blogging listening to music sending texts selfies taking sharing photos watching films chatting with my mates downloading songs	<	

French-Year 7 Knowledge Organiser			Module 4: Ma vie de famille		Half Term: 4										
Summary- Position in the Curriculum: In module 4 we aim to expand pupils' use of verbs into the 3rd person singular and plural and 1st person plural forms. Pupils learn about home-life in Francophone countries.															
Key Vocabulary		Key Phrases		Key Verbs											
la famille family la famille d'accueil foster family le (beau-)père (step-)father le grand-père grandfather le (demi-)frère (half/step-)brother le fils / la fille son / daughter la (belle-)mère step-mother la grand-mère grandmother la (demi-)sœur (half/step-)sister les parents parents petit(e) small grand(e) tall de taille moyenne medium-sized noirs / blonds black / blond roux / gris / bruns red / grey / brown courts / longs short / long bouclés / raides curly / straight une barbe a beard des taches de rousseur freckles des tatouages tattoos		dans un appartement in a flat dans une maison in a house J'aime habiter ici I like living here. tranquille peaceful Il n'y a pas de place=There's no space / room. le salon the living room la cuisine the kitchen la chambre the bedroom la salle de bains=the bathroom la salle à manger=the dining room le Jardin = the garden J'habite=I live ... il/elle a les yeux ... he/she has ... eyes Il/elle a les yeux verts il/elle a les cheveux ... he/she has ... hair il/elle a les cheveux mi-longs Il/elle porte des lunettes he/she wears glasses il/elle aime le foot il/elle a dix ans. Il/elle est sympa		être = to be avoir = to have habiter=to live ÊTRE to be • Je suis I am • Tu es You are (singular) • Il/Elle est He/She is • Nous sommes We are • Vous êtes You are (Plural) • Ils/Elles sont They are Possessive adjectives show who something or someone belongs to. They come before the noun and agree with that noun, not the subject of the sentence. <table><tr><td></td><td>Masculine</td><td>Feminine</td><td>Plural</td></tr><tr><td>my</td><td>mon</td><td>ma</td><td>mes</td></tr></table> Adjectives agree with the word they describe in French. Therefore, when an adjective describes a feminine word, you add an -e on its end. Eg: Taylor Swift est bavarde. Ma cousine est petite. Mes cousins sont timides			Masculine	Feminine	Plural	my	mon	ma	mes	1. Il y a combien de personnes dans ta famille? 2. Tu as un animal? 3. Décris moi ton frère et ta soeur? 4. Où habites-tu? 5. Décris moi ta maison. Photo description (PALMs) • Sur la photo, il y a • Ils sont dans..... • À mon avis, ils sont Décris la photo.  Décris moi ta famille. 	
	Masculine	Feminine	Plural												
my	mon	ma	mes												
High Frequency words: je il elle et aussi mais dans avec il y a il n'y a pas Expressing opinions and reasons: grincheux(-se) grumpy studieux (-se) studious marrant(e) funny sévère strict maigre thin furieux(-se) angry		Tricky Pronunciation and Phonics s at the end of a word ll-famille													

Summary- Position in the Curriculum: In module 5 pupils learn to say what there is in their town, give their own opinion and begin to use the verb aller (to go) use à + definite article to describe where they go.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
un centre de loisirs a leisure centre un centre commercial a shopping centre un château a castle un marché a market un musée a museum une mosquée a mosque une patinoire an ice rink une piscine a swimming pool des magasins (some) shops un Orangina a fizzy orange un diabololo menthe a mint cordial un café crème a milky coffee un chocolat chaud a hot chocolate un thé au lait a tea with milk un thé au citron a tea with lemon un jus d'orange an orange juice un coca (light) a (Diet) Coke une eau minérale a mineral water un sandwich au fromage au jambon ham une crêpe au sucre a pancake with sugar <u>High Frequency words:</u> et – and mais – but parce que – because car – because où – where cependant / en revanche - however Il y a – there is/are il n'y a pas there isn't <u>Expressing opinions and reasons:</u> j'aime j'adore J'aime habiter ici. Je n'aime pas habiter ici. parce que c'est ... tranquille - confortable - trop petit – propre – moderne ... assez vraiment très un peu	Il y a ... Il n'y a pas d'église Il n'y a pas de café Nous avons un stade Je vais au bowling au cinéma / parc au stade à la piscine à la plage à l'église aux musées. au centre commercial aux magasins Vous désirez ? Je voudrais ... Et pour vous? C'est combien S'il vous plaît Ça fait ...	Aller – to go je vais = I go/I am going tu vas = you go/you are going Prepositions – using au, à la, à l' and aux How to say 'to the' and 'at the' using au, à la, à l' and aux • à means 'to' or 'at'. • If à comes before le, à and le merge and become au. • If à comes before les, à and les merge and become aux. Examples: Je vais ...I go ... au stade to the stadium à la piscine to the swimming pool à l'église to the church aux magasins to the shops 	1. Qu'est-ce qu'il y a dans ta ville ? 2. Qu'est-ce qu'il n'y a pas dans ta ville ? 3. Est-ce que tu aimes ta ville ? 4. Où vas-tu le weekend? 5. Tu veux aller au café? Photo description (PALMs) • Sur la photo, je peux voir..... • Elle/Elle porte • Elles sont dans..... • Il fait beau..... Décris la photo 
Tricky Pronunciation and Phonics t-liaison: c'est un, c'est une um: parfum é : mosquée au: aussi eau : château en: centre œu : œufs ain : pain.			Writing: Write a blog about your home town for an exchange French student. Practice online 

Summary- Position in the Curriculum: In the second part of module 5, pupils start to use the near future tense (present tense of the verb aller + an infinitive) and have a conversation about a tour they are going to take to visit sites in Paris, including sequencers. Pupils are introduced to je veux + infinitive and je voudrais + infinitive.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for Self-study
jouer au basket to play basketball jouer au foot to play football jouer au PS5 to play PS5 manger un gâteau to eat a cake manger une pizza to eat a pizza manger une glace to eat an ice cream aller au zoo to go to the zoo aller au cinéma to go to the cinema faire les magasins to go shopping faire de la voile go sailing prendre des photos to take photos acheter des souvenirs to buy souvenirs faire un pique-nique to go on a picnic faire du vélo to go cycling faire mes devoirs to do my homework	Normalement je fais de la natation. d'habitude je vais au park. le weekend je joue au basket. le weekend prochain samedi prochain je vais visiter la cathédrale Notre Dame visiter la tour Eiffel to visit the Eiffel Tower aller au musée du Louvre aller aux Catacombes	aller = to go prendre = to take visiter = to visit faire = to do/make The futur proche (near future) tense describes what is going to happen with certainty. Forming the near future tense To form the futur proche, use the present tense of aller (to go) plus an infinitive. ALLER + INFINITIVE Je vais I'm going tu vas you're going il/elle/on va he/she's/we're going nous allons we're going vous allez you're going (plural) ils/elles vont they're going You then just add any infinitive of your choice: je vais... visiter I'm going...to visit Je vais ... visiter la tour Eiffel prendre des photos faire une balade en bateau-mouche	1. Habites-tu dans une ville ou un village? 2. Qu'est-ce qu'il y a dans ta ville? 3. Est-ce que tu aimes habiter à Londres? 4. Où vas-tu normalement, le samedi? 5. Qu'est-ce que tu vas faire le weekend prochain? Photo description (PALMs) - Sur la photo, je peux voir..... - Elle est - Elle regarde Décris la photo:  Writing: Write a blog about your weekend activities for the website of your twinned school in France. Practice online 
High Frequency words: d'habitude – usually le samedi matin le dimanche après-midi le samedi soir Future tense : demain – tomorrow le weekend prochain – next weekend la semaine prochaine – next week l'année prochaine – next year À l'avenir – in the future d'abord puis ensuite finalement			
Expressing opinions and reasons: J'aime beaucoup/ J'aime bien J'aime assez Je n'aime pas beaucoup + nouns/infinitive Je n'aime pas du tout Très - Vraiment - Assez - Trop - Un peu – agréable chouette / génial amusant/drôle fantastique passionnant impressionnant			

Spanish-Year 7 (HT1)		Knowledge Organiser		Module 1: Mi vida																			
Summary- Position in the Curriculum																							
Pupils will learn numbers and how to use greetings. They will be able to give their name, describe their personality and they will be able to use key vocabulary such as connectives, intensifiers and the verbs 'I have' and 'I am'.																							
Key Vocabulary		Key Phrases		Key verbs: Present tense																			
¡Hola! - Hello Adiós - Goodbye ¿Qué tal? - How are you? Fenomenal - Great Bien, gracias - Fine thanks Regular - Okay Fatal - Really bad Me llamo... - My name is... Vivo en... - I live in... Hasta luego - See you later (No) tengo mascotas - I (don't) have pets Tengo un perro - I have a dog un gato - a cat un pez - a fish un conejo - a rabbit un caballo - a horse un ratón - a mouse una serpiente - a snake una cobaya - a guinea pig <u>High Frequency words:</u> bastante quite muy very un poco a little pero but y and también also hay there is/are		Tengo... años - I am ...years old Tengo - I have un hermano - a brother una hermana - a sister un hermanoastro - a stepbrother una hermanastra - a stepsister dos hermanos - two brothers No tengo hermanos - I don't have any siblings Soy hijo único - I'm an only child (boy) Soy hija única - I'm an only child (girl) Mi cumpleaños es el... de... My birthday is the ... of ... 		The verb 'SER' (to be) ser is an important irregular verb. It is usually followed by an infinitive. o soy I am o eres you (singular) are o es he/she is To make a sentence negative, put no before the verb: <u>No soy tímido - I am <i>not</i> shy</u> TENER' (to have) is an irregular verb. o tengo I have o tienes you (singular) have o tiene he/she has When you give your age in English, you say: 'I am twelve'. In Spanish, you say: Tengo doce años which means 'I have twelve years'. To make a sentence negative, put no before the verb: No tengo hermanos - I do <i>not</i> have brothers or sisters.		1. ¿Cómo te llamas ? 2. ¿Dónde vives ? 3. ¿Qué tipo de personas eres ? 4. ¿Tienes hermanos ? 5. ¿Cuántos años tienes ? ¿Tienes mascotas ?																	
creo que I believe that sincero/a - sincere tímido/a - shy tranquilo/a - quiet divertido/a - fun/ funny serio/a - serious simpático/a - kind/ nice tonto/a - silly listo/a - clever/ bright generoso/a - generous		pero but y and también also hay there is/are		<u>Grammar point:</u> Adjectives have masculine and feminine forms. Adjectives ending in -o are masculine, adjectives ending in -a are feminine. <table><tr><td>masculine</td><td>feminine</td></tr><tr><td>sincero</td><td>sincera</td></tr></table>		masculine	feminine	sincero	sincera	En la foto hay ... - On the picture there is... A la izquierda hay ... - On the left there is ... A la derecha there is... - On the right there is ... En el centro hay ... - In the centre there is ... Creo que... - I believe that...													
masculine	feminine																						
sincero	sincera																						
<u>Expressing opinions and adjectives:</u>		Mi pasión es... - My passion is		<u>Colours:</u> <table><tr><td>blanco/a - white</td><td>gris - grey</td></tr><tr><td>amarillo/a - yellow</td><td>rosa - pink</td></tr><tr><td>negro/a - black</td><td>azul - blue</td></tr><tr><td>rojo/a - red</td><td></td></tr><tr><td>verde - green</td><td></td></tr><tr><td>marrón - brown</td><td></td></tr><tr><td>naranja - orange</td><td></td></tr></table>		blanco/a - white	gris - grey	amarillo/a - yellow	rosa - pink	negro/a - black	azul - blue	rojo/a - red		verde - green		marrón - brown		naranja - orange		Tricky Pronunciation The letters b and v are pronounced the same in Spanish. They are both pronounced b. n in Spanish is pronounced like in an English 'n': uno, once. But ñ is pronounced 'ny': años.		Practice online https://www.memrise.com	
blanco/a - white	gris - grey																						
amarillo/a - yellow	rosa - pink																						
negro/a - black	azul - blue																						
rojo/a - red																							
verde - green																							
marrón - brown																							
naranja - orange																							

Spanish-Year 7 (HT2)		Knowledge Organiser		Module 2: Mi tiempo libre			
Summary- Position in the Curriculum							
Pupils will learn opinions verbs and will be able to say what they like and do not like doing. They will be able to say what they do in their free time according to the weather and talk about sports. To be able to build their sentence, pupils will learn how to conjugate regular verbs in the Present tense.							
Key Vocabulary		Key Phrases		Key verbs: Present tense			
hace calor – it's hot hace frío – it's cold hace sol – it's sunny hace buen tiempo – it's good weather llueve – it's raining nieva – it's snowing en primavera - in Spring verano - Summer en invierno –in Winter en otoño – in Autumn  Hago gimnasia – I do gymnastics artes marciales –martial arts equitación –horse riding atletismo –athletics natación – I do swimming Juego al fútbol – I play football al tenis –tennis al voleibol –volleyball al baloncesto – I play basketball		Me gusta... - I like... navegar por Internet – to surf the net chatear – to chat escuchar música - to listen to music jugar a los videojuegos - to play videogames mandar SMS – to send texts ver la televisión – to watch TV leer – to read escribir correos – to write e-mails salir con mis amigos - to go out with my friends bailo – I dance toco la guitarra – I play the guitar saco fotos – I take photos monto en bici – I ride my bike canto karaoke - I sing karaoke hablo con mis amigos – I chat with my friends 		How to conjugate regular present tense -ar verbs (turn an infinitive verb into something useful!) 1. Take the infinitive 2. Chop off the ending (here -ar) 3. Add the new endings Hablar – to speak = hablar = habl + ending - o Hablo – I speak - o Hablas – You speak - o Habla – He/she/it speaks - o Hablamos – We speak - o Hablaís – you lot speak - o Hablan – They speak Irregular present tense (verbs are irregular when they don't follow the same ending pattern and when their stem change). Hacer – to do/ make - o Hago – I do/ make - o Haces – You do/ make - o Hace – He/she makes - o Hacemos – We do/ make - o Hacéis – You all do/make - o Hacen – They make e.g. Los lunes hacemos gimnasia – On Mondays, we do gymnastics 		1. ¿Qué te gusta hacer? 2. ¿Qué haces en tu tiempo libre? 3. ¿Qué tiempo hace? 4. ¿Qué haces cuando llueve? 5. ¿Qué deportes haces ? 	
¿Qué? – What? ¿Cuándo? - How? ¿Dónde? - Where? ¿Cómo? – How? ¿Cuántos?- How many? REMINDER Infinitives are the form of the verb you find in the dictionary (the original form of the verb). They translate as 'to do something' e.g. Comer – to eat Hablar – to talk Vivir – to live They always end in er/ir/ar and most of the time you have to change them to make them useful to you (called conjugating) However, when giving opinions they stay as you find them in the dictionary e.g. Me gusta comer la pizza I like to eat pizza							
Expressing opinions and reasons: Me gusta mucho = I really like No me gusta = I don't like Porque es = because it is interesante – interesting estúpido/a – a stupid aburrido/a – boring		Me gusta = I like No me gusta nada = I really don't like Porque no es = because it isn't guay – cool divertido/a – fun		Cognates: These are words spelt the same in English and Spanish. Even though they look the same they may be pronounced differently. Near – cognates: Words spelt similarly in English and Spanish. We can still work out what they mean			
Days of the week: lunes - Monday martes – Tuesday jueves - Thursday viernes - Friday domingo – Sunday Los lunes – On Mondays		miércoles - Wednesday sábado - Saturday		Tricky Pronunciation 'll' (double L) is pronounced as a 'y' sound : llueve c before e and i is a soft sound : natación			
				Practice online https://www.memrise.com			



Spanish-Year 7 (HT3)

Knowledge Organiser

Module : 3 Mi insti

Summary- Position in the Curriculum: In module 3, pupils continue to develop what that can say about themselves (school life) and start to express and justify their opinions using a range of adjectives.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
Estudio... ciencias dibujo educación física español francés geografía historia informática inglés matemáticas música religión teatro tecnología antiguo/a bonito/a bueno/a feo/a grande horrible moderno/a	¿Qué hay en tu insti? What is there in your school? En mi insti hay <i>In my school, there is...</i> un campo de fútbol <i>a football field</i> un comedor <i>a dining hall</i> un gimnasio <i>a gymnasium</i> un patio <i>a playground</i> una biblioteca <i>a library</i> una clase de informática <i>an ICT room</i> una piscina <i>a swimming pool</i> unos laboratorios <i>some laboratories</i> unas dases <i>some classrooms</i> No hay piscina. <i>There isn't a swimming pool.</i> ¿Cómo es tu insti? What's your school like? Es... <i>It's...</i> ¿Te gusta el dibujo? Do you like art? Sí, me gusta (mucho) el dibujo. Yes, I like art (a lot). No, no me gusta (nada) el dibujo. No, I don't like art (at all). ¿Te gustan las ciencias? Do you like science?	You use <i>me gusta/ me gustan</i> to say whether you like something. You must put the definite article (el, la, los, las) in front of the noun. me gusta el/la me gustan los/las..... The present tense: There are three groups of verbs in Spanish AR, ER, IR. Estudiar estudio I study estudias you study estudia he/she study estudiamos we study estudiais you study estudian they study comer estudio I study comes you eat come he/she eats comemos, we eat coméis you eat comen they eat	1. ¿Qué estudias? 2. ¿Qué hay en tu insti? 3. ¿Te gustan las ciencias? 4. ¿Cómo es tu insti? 5. ¿Cuál es tu día favorito?
Photo Task P-L-A  Décris la photo (School uniforme) Follow up question: ¿Te gustan las matemáticas? ¿Por qué (no)? Writing: Describe your school to your pen pal in Costa Rica.			
High Frequency words: algo something but ¿Por qué? Why? tampoco nor/neither y and donde where hay is/there are because también also, too o or pero	Expressing opinions and reasons: <i>Sí, me encantan las ciencias.</i> aburrido/a boring fácil easy importante important práctico/a practical difícil difficult divertido/a funny interesante interesting	Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.	

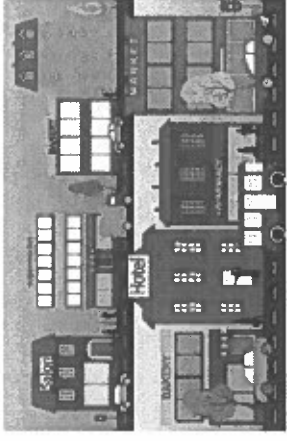


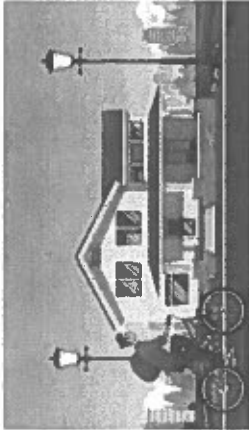
Summary- Position in the Curriculum: In module 4 we aim to expand pupils' use of verbs into the 3rd person singular and plural and 1st person plural forms. Pupils learn about family

Key Vocabulary		Key Phrases		Key verbs	Key Questions for Assessment
mis padres mi madre hermano sus hermanos and sisters mi padre mi abuelo mi abuela mi bisabuela my great-grandmother mi tío my uncle mi tía my aunt mis primos my cousins azules blue grises grey marrones brown verdes green Llevo gafas. I wear glasses. bajo/a short delgado/a slim gordo/a fat guapo/a good-looking inteligente intelligent joven young viejo/a old el campo the countryside la costa the coast una ciudad a town		- En mi familia hay... - In my family, there are... ¿Cómo se llaman tus primos? - What are your cousins called? - Mis primos se llaman... y... - My cousins are called... and... su - Hermano his/her brother - sus hermanos his/her brothers and sisters - Es... He/She is... - Tengo los ojos... I have... eyes - Tengo el pelo... I have... hair. - No es muy... He/She isn't very... - Vivo en... It is in... (Mi mejor amigo/a es...)		When you are talking about location (Where something is), you use the verb estar for 'to be'. This verb is irregular. - Estoy - I am - estás = you are - está he, she, it is - estamos - we are - estáis- you (plural) are - están - They are	¿Cuántas personas hay en tu familia? (En mi familia...) ¿De qué color tienes los ojos? (Tengo...) ¿Cómo tienes el pelo? (Tengo...) ¿Cómo es tu mejor amigo/a? ¿Cómo es tu casa o tu piso?
High Frequency words: normalmente normally usualmente usually generalmente generally especialmente especially		Grammar The words for 'my' and 'your' are different depending on whether the noun is singular or plural. My: mi (singular) / mis (plural) Your: tu (singular) / tus (plural) his / her: su (singular / sus (plural) Voy I go Hago I do/make Juego I play Veo I see Fue + adjective It was + adjective Voy a (verb) I am going to... Será It will be Me gustaría I would like		Photo Description: Translate the passage into English En la foto, hay una familia feliz. En el centro, está el padre, que es alto y tiene el cabello corto y oscuro. Lleva una camiseta azul y jeans. Al lado de él, está la madre. Ella tiene el cabello largo y castaño, y lleva un vestido rojo. Describe the picture :  Follow up questions: Describe tu mejor amigo/a	
Expressing opinions and reasons: En mi opinión In my opinion pienso que I think that I think that I think that creo que I think that opino que I think that		Scan me for more vocabulary practice. 		Writing: Describe a family member.	

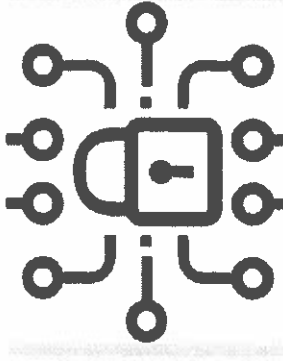
**Summary- Position in the Curriculum:**

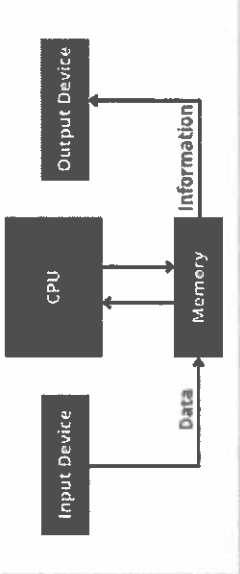
In module 5 pupils learn to say what there is in their town, give their own opinion and begin to use the verb *ir* (to go) use a + definite article to describe where they go.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for Self-Study
un Castillo a castle un centro comercial a shopping centre un estadio a stadium un mercado a market un museo a museum un parque a park una piscina a swimming pool una plaza a square un polideportivo a sports centre un restaurant a restaurant una tienda a shop una Universidad a university mi barrio my neighbourhood mi ciudad my town, my city mi pueblo my village, my town unos museos some museums unas tiendas some shops muchos museos a lot of museums muchas tiendas a lot of shops al cine to the cinema al parque to the park a la bolero to the bowling alley a la playa to the beach de compras shopping de paseo for a walk	Hay... There is... Salgo con mis amigos. <i>I go out with my friends.</i> No hay museo. There isn't a museum. No hay nada. There's nothing. Me gusta mucho vivir en... <i>I like living in... a lot.</i> No me gusta nada vivir en... <i>I don't like living in... at all.</i> porque hay/es...because there is/it is... No hago nada. I do nothing. son las ocho = its eight o'clock a las ocho = at eight o'clock on las tres y cuarto. It's quarter past three. Son las cuatro y veinte. <i>It's twenty past four.</i> Son las cinco y veinticinco. <i>It's twenty-five past five.</i> Son las seis y media - It's half past six. Son las siete menos veinticinco. <i>It's twenty-five to seven.</i> Son las ocho menos veinte. <i>It's twenty to eight.</i> Son las nueve menos cuarto. <i>It's quarter to nine.</i>	ir – to go (present tense) Yo voy I go Tú vas you go Ella / Él / Usted va s/he goes a, some, many The words for a, some and many change according to the gender of the noun and whether it is singular or plural a /an un museo una tienda some unos museos unas tiendas many muchos museos muchas tiendas Scan me to watch to practice your pronunciation: 	1. ¿Dónde vives? 2. ¿Qué hay en tu ciudad/pueblo? 3. ¿Qué no hay en tu ciudad/pueblo? 4. ¿Te gusta tu ciudad/pueblo? 5. ¿Qué haces en la ciudad? Photo description Describe the picture:  Follow up questions: ¿Qué no hay en tu ciudad/pueblo? Writing: Write an email to your Cuban friend about your town.
Expressing opinions and reasons: Me gusta mucho vivir en...I like living in... a lot. No me gusta nada vivir en... I don't like living in... at all. porque hay/es... because there is/it is...		Phonics: soft r hard/rolled r, rr cua cue ca, co, cu	

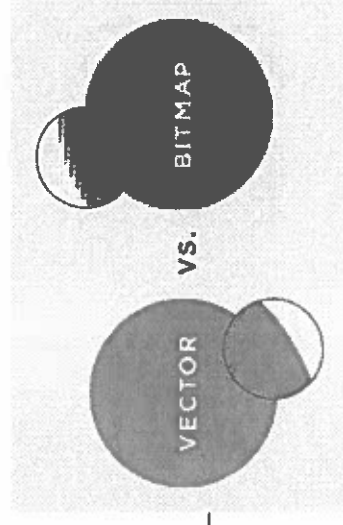
Spanish-Year 7 (HT6)			Knowledge Organiser		Module 5: Mi ciudad (2)		
Summary- Position in the Curriculum							
In the second part of module 5, pupils start to use the near future tense and have a conversation about a tour they are going to take to visit sites in Madrid, including sequencers.							
Key Vocabulary		Key Phrases		Key verbs: Present tense			
En la cafetería In the café Yo quiero... I want... Bebidas drinks un batido de chocolate/ de fresa a chocolate/ strawberry milkshake un café a coffee una Fanta limón a lemon Fanta un granizado de limón an iced lemon drink un té a tea raciones snacks calamares squid croquetas croquettes gambas prawns jamón ham pan con tomate tomato bread patatas bravas spicy potatoes tortilla Spanish omelette primero first luego then finalmente finally este fin de semana this weekend el sábado por la mañana on Saturday morning		Voy a salir con mis amigos. <i>I am going to go out with my friends.</i> Vas a ver la televisión. <i>You are going to watch TV.</i> Va a ir de paseo. <i>He/She is going to go for a walk.</i> Vamos a jugar al voleibol. <i>We are going to play volleyball.</i> Vais a chatear. <i>You are going to chat.</i> Van a hacer los deberes. <i>They are going to do their homework.</i> el domingo por la tarde <i>on Sunday afternoon/evening</i> a las tres de la tarde <i>at three o'clock in the afternoon</i> (un poco) más tarde <i>(a little) later</i> ¿Algo más? Anything else? No, nada más. No, nothing else. ¿Y de beber? And to drink? ¿Cuánto es, por favor? <i>How much is it, please?</i> Son cinco euros setenta y cinco. <i>That's 5,75</i>		The verb Ir (to go) Ir is a key irregular verb Voy I go Vas you go Va he/ she goes Vamos we go Vais you go Van they go Remember a + el = al voy a el parque => voy al parque the near future tense: voy, vas, va, etc. + infinitive		1. ¿Es tu pueblo grande o pequeño? 2. ¿Hay muchos parques en tu pueblo? 3. ¿Cómo es tu casa o tu piso? 4. ¿Qué haces en tu ciudad los fines de semana? 5. ¿Qué vas a hacer el próximo sábado?	
				Picture Description			
				Describe the picture:			
							
				Follow up question: ¿Te gusta tu ciudad/pueblo?			
				Writing: Write an article about your next weekend activities for the website of your twinned school in France (40-50 words).			
High Frequency words: Aquí here a ver let's see con with hasta until Más more con - with mucho - a lot o - or generalmente - generally Pero - But cuando - when y - and también - also, too sí - yes no - no tu/ tus - your mi/ mis - my				Tricky Pronunciation: e: café, té que: qué, querer qui: quiero, quieren			
Expressing opinions and reasons: No me gusta nada = I really don't like Porque es = because it is interesting guay - cool divertido/a - fun estúpido/a - stupid		Me gusta mucho = I really like No me gusta = I don't like Porque no es = because it isn't interesante - aburrido/a - boring					

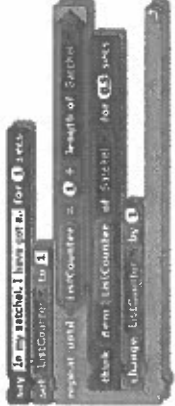
Computing/IT

Computer Science		Term 1	7.1 Cyber Security
Summary- Position in the Curriculum			
In this unit, you'll go on an exciting adventure to learn about how cybercriminals try to steal data, mess up systems, and sneak into networks. First, you'll think about why your data is important to companies and what they might do with it. Then, you'll discover how cybercriminals use tricks to get people to give away their personal information. You'll also learn about common cybercrimes like hacking, DDoS attacks, and malware, and find out how to keep yourself and your networks safe from these dangers. National Curriculum link/strand: Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Profiling: Collecting and analysing information about a person to understand their behaviour and preferences, often used by companies to tailor products or services.	Data is raw, unprocessed facts, whereas information is data that has been processed and given meaning and context.	1. Why is the Data Protection Act important for people your age in the UK, and what does it allow you to do regarding your personal data held by companies?	
Data Protection Act: UK law ensuring fair, lawful, and secure handling of personal data, giving individuals rights over their own data.	Online services often collect and misuse data, sometimes without users' full consent, which poses significant privacy risks.	2. How does data processing turn raw information into something meaningful, and why is it crucial for making decisions in our everyday lives?	
Computer Misuse Act: UK law prohibiting unauthorised access or interference with computer systems, protecting against hacking and cybercrimes.	The Data Protection Act is necessary to protect personal information, ensuring it is used lawfully and fairly, and it provides individuals with rights over their data.	3. Can you explain what a name generator attack is, why it's harmful, and how people can protect themselves from it?	
Hacking: Gaining unauthorised access to computer systems, often to steal information or disrupt operations.	Human errors, such as using weak passwords or falling for phishing scams, can lead to data breaches and unauthorised access to sensitive information.	4. Have you heard of ethical hackers? What do they do, and why might a company hire them?	
Malware: Malicious software harming computer systems, including viruses, worms, trojans, ransomware, and spyware.	Regular training on cyber security, enforcing strong password policies, using multi-factor authentication, and raising awareness about phishing can minimise risks from human error.	5. Do you know what a DDoS attack is? Why might someone launch one, and how does it affect your online activities?	
Firewalls: Security systems controlling network traffic based on security rules, protecting trusted networks from untrusted ones.	Hacking refers to the unauthorised access to computer systems or data, often with malicious intent, by exploiting vulnerabilities.		
Anti-malware: Software detecting, preventing, and removing malicious software from computers and networks.	The Computer Misuse Act is necessary to criminalise unauthorised access to computer systems, protecting against hacking and other forms of cybercrime.		
	Common malware threats include viruses, worms, trojans, ransomware, spyware, adware, and rootkits.		

Computer Science	Term 2	7.2 Understanding Computers
Summary- Position in the Curriculum		
In this unit, you'll delve into computer basics and binary. We'll review input and output, then tackle binary conversion and ASCII for text. Get ready for binary addition and learn how storage devices handle data. We'll also explore the history of communication devices and the ever-evolving tech landscape.		
National Curriculum link/strand: Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers		
Terminology	Definitions	Core Knowledge
Process: Actions performed by a computer on input data to produce output.		Hardware refers to physical components of a computer system that you can touch and see, such as the monitor, keyboard, and processor.
Output: Result produced by a computer after processing input.		Software, on the other hand, consists of programs and instructions that tell the hardware what to do, like operating systems, applications, and games.
Device: Physical component of a computer system, like a keyboard or monitor.		Permanent storage devices include hard disk drives (HDDs), solid-state drives (SSDs), and optical discs (CDs, DVDs).
Hardware: Physical parts of a computer system you can touch, like a CPU or hard drive.		RAM is used for temporary storage of data and programs that are actively being used by the computer.
Software: Programs and instructions that tell hardware what to do, like games or word processors.		ROM stores instructions that are permanently written during manufacturing and are used to boot up the computer and perform essential tasks.
Fetch: Retrieving an instruction or data from memory.		Binary uses combinations of 0s and 1s to represent numbers and text. For example, the binary representation of the decimal number 5 is 101
Decode: Understanding the fetched instruction.		
Execute: Carrying out the decoded instruction.		
Binary: Number system using 0s and 1s to represent information in computers.		
RAM: Memory used for temporary storage of data and instructions currently in use by the computer.		
ROM: Memory storing instructions permanently, used during startup.		
Denary: Another term for decimal, the number system humans commonly use (0-9).		128 64 32 16 8 4 2 1 1 0 0 1 1 0 1 1
ASCII (American Standard Code for Information Interchange): Standard encoding system for text characters in computers.		
		Describe the basic operations of binary arithmetic, such as addition and subtraction. What is ASCII encoding and how does it represent text characters in computers?

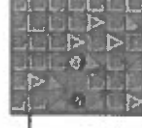
Computer Science		Term 4	7.3 Graphics
Summary- Position in the Curriculum			
You'll learn about bitmap and vector images, how they're stored by computers, and practice design, photo-editing, and image manipulation using graphics software. Your final work will be assessed and compiled into a portfolio.			
National Curriculum link/strand: Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Vector Graphics: Scalable images using mathematical paths.	Bitmap Graphics: Images composed of tiny pixels.	Graphics can be bitmap or vector: Bitmap images are made up of individual pixels and are great for detailed, realistic images but lose quality when enlarged. Vector graphics store properties like position, colour, and size, allowing them to scale without losing quality, making them ideal for logos and illustrations.	1. What are vector graphics, and why are they scalable without losing quality? Provide an example of their use.
Properties: Attributes like size, colour, and shape.		Colour depth affects image quality: The number of bits per pixel determines the number of colours available in an image. For example, 1 bit allows 2 colours, while 24 bits can represent up to 16 million colours.	2. Explain how bitmap images are created using pixels. What happens to the quality of a bitmap image when it is enlarged?
Scalable: Resizable without quality loss.	Colour Schemes: Analogous, complementary, monochromatic arrangements.	White space and font selection are key to design: White space refers to the empty areas in a design that help focus attention and improve readability. Fonts are vector-based and stay sharp when resized. Using consistent and appropriate fonts conveys meaning effectively.	3. What is the purpose of white space in a design? How does it help in creating effective graphics?
Pixel: Smallest unit of digital image.		Layers allow for complex designs: Layers make it easier to stack and edit different parts of a graphic without affecting the entire image. They are essential for creating professional and detailed designs.	4. Define saturation, brightness, and contrast. How can changing these properties affect the appearance of an image?
Bit & Byte: Basic units of digital data.	DPI: Dots per inch, measures print quality.	Image properties can be adjusted for impact: Changing brightness, contrast, saturation, or adding effects like shadows can dramatically improve the quality and effectiveness of an image.	5. Why is it important to use consistent fonts in a design? How can font style and size convey meaning?
Gradient Fill Effects: Smooth colour transitions within objects.		File formats are important for saving and sharing: Use native formats (e.g., .psd) to save work with editable layers. Export finished designs as .jpg or .pdf for sharing or printing.	
Colour Characteristics: Saturation, brightness, contrast.			



Computer Science		Term 3	7.4 Scratch
Summary- Position in the Curriculum			
In this unit, you'll dive into Scratch, a fun programming tool. You'll start by exploring existing games, figuring out how they work. Then, you'll move on to creating your own games from scratch! You'll learn to use variables, procedures (with the Broadcast function), lists, and operators to make your games exciting. By the end, you'll build fully functional games with lives, scoring, and even some randomness. Plus, you'll master testing and fixing any bugs in your programs. National Curriculum link/strand: 1. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems 2. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions 3. Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sprite: A character or object in Scratch that can move, interact, and be programmed.		An algorithm is a sequence of steps or instructions designed to solve a problem or complete a task, such as moving a sprite or calculating a score.	1. What is the purpose of using variables in a Scratch project? Give an example of a variable you could use in a game and explain how it would work.
Interface: The graphical layout and controls of a software program, like Scratch, that allows users to interact with it.		A variable is a named storage location in memory, used to store values like lives or scores that can change during the game.	2. Describe how the broadcast function is used in Scratch. Provide an example of how it can make different sprites interact in a game.
Block: A draggable, colorful element in Scratch's coding palette that represents a command or action.		The broadcast function allows different scripts and sprites to communicate and respond to events, enabling modular programming.	3. Write an algorithm to make a sprite move in four directions (up, down, left, right) when the arrow keys are pressed.
Script: A sequence of blocks assembled to create a program or animation in Scratch.		Boolean operators (e.g., AND, OR, NOT) and conditional statements (e.g., IF...THEN) are used to control the flow of a program and create dynamic interactions.	4. Explain the difference between the Boolean operators AND, OR, and NOT, and give an example of how one of these could be used in a game.
Broadcast: A feature in Scratch that allows sprites to send and receive messages, enabling them to communicate and synchronize actions.		Systematic testing and debugging are essential to find and fix errors, ensuring games function as intended.	5. What steps would you take to test and debug your Scratch project? Describe how you would fix a problem if your score variable did not update correctly.
Timer: A tool in Scratch used to measure or control the timing of events within a project.		Sprites, backgrounds, sounds, and scoring systems are combined to create engaging games, with feedback used to refine and improve designs.	
Operator: A symbol or word used in programming to perform an operation or calculation, such as addition (+), subtraction (-), or comparison (==).			

Computer Science		Term 5	7.5 Flow
Summary- Position in the Curriculum			
Discover the World of Control and Monitoring Solutions with Flowol! Simple loops to advanced systems, explore practical solutions using flowchart-based interfaces. Refine your skills with subroutines and variables and unleash your creativity!" National Curriculum link/strand: Design, use and evaluate computational abstractions that model the state and behaviour of real world problems and physical systems Design and develop modular programs that use procedures or functions Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Input: Information or data entered into a computer system, such as text typed on a keyboard or numbers from a mouse.	Process: The action performed by a computer on input data to produce output, involving calculations, comparisons, or other operations.	Everyday situations where computer control is used include automated home systems managing lights, heating and security, traffic lights regulating vehicle flow, and automatic banking systems processing transactions.	1. How are everyday tasks facilitated by computer control systems, and what impact do these systems have on daily life?
Output: The result or response produced by a computer after processing input data, such as displaying text on a screen or printing a document.			2. Describe what are the different types of sensors commonly employed in control systems and discuss their roles in enhancing efficiency and convenience.
Loop: A programming construct that repeats a set of instructions multiple times until a specific condition is met.	Sequence: The order in which instructions or actions are executed in a program or process.	Common types of sensors used by control systems include temperature sensors for climate control, motion sensors for security systems, and proximity sensors for automatic doors.	3. What is the importance of flowchart symbols in problem-solving? How do they help in breaking down complex problems and creating effective solutions?
Variable: A placeholder or container in a program that stores data and can be assigned different values during the execution.			4. How can flowcharts be used to design solutions for control systems using sequences and loops? Explain how these structures improve the efficiency and functionality of control processes.
Subroutine: A named block of code within a program that performs a specific task and can be called or invoked from other parts of the program.	Flowcharts involve using sequential symbols to represent a series of steps in a process and implementing loop structures such as "while" or "for" loops to repeat actions until a condition is met.	Control flowchart symbols include the Start/End symbol for indicating the beginning or end of a process, Input/Output symbol for representing data input or output, Process symbol for denoting a specific action or operation, and Decision symbol for indicating a branching point based on a condition.	5. What are the possible reasons why control systems fail (e.g., software bugs, hardware faults, human errors)? How can these failures impact safety? How can understanding these failures help improve and maintain control systems?
Modular programs/programming: Approach to programming where a large program is broken down into smaller, manageable modules or functions that can be developed and tested independently.			Process Terminal Decision

Computer Science		Term 6	Code.org Express Course Part 1
Summary- Position in the Curriculum			
This is a multi-year unit that students will do in term 6 of year 7 and year 8. The Express Course (2023) on Code.org is a beginner-friendly introduction to computer science, designed to make learning accessible and engaging for newcomers. It offers a structured series of lessons that cover fundamental programming concepts and computational thinking through interactive activities and projects. The course features a mix of block-based and text-based coding to build foundational skills, and includes quizzes and immediate feedback to support learning. Aimed at demystifying technology, it provides an intuitive interface and a supportive environment to help learners from diverse backgrounds develop essential digital literacy and problem-solving skills. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Block-Based Coding: A visual programming approach where code is represented as blocks that can be dragged and dropped to create programs. This method is often used to introduce beginners to coding concepts before moving to text-based programming. Debugging: The process of identifying and fixing errors or bugs in code. Debugging is a crucial skill for developing and maintaining software.	There are key programming principles such as sequencing (arranging commands in order), loops (repeating actions), conditionals (making decisions based on conditions), and events (actions triggered by user interactions). Debugging Skills allows designers to identify and resolving errors in code, which includes checking for mistakes, correcting issues, and refining programs to ensure they function as intended.	1. Explain what sequencing means in programming and give an example of how sequencing might be used in a simple game. 2. Describe how a loop can be used to make a character in a game perform an action repeatedly. Provide an example using pseudocode	
Computer Science: The study of computers and computational systems, including their theory, development, and application. The course introduces learners to basic concepts and practices within this field.	Familiarity with both block-based and text-based coding syntax and logic enables a person to write and understand simple code, regardless of the programming environment.	3. How would you use a conditional statement to make a character jump only if a specific key is pressed? Provide a basic code example in a block-based language.	
Computational Thinking: A problem-solving process that involves breaking down complex problems into manageable parts, identifying patterns, and designing algorithms to solve them.	Computational thinking equips individuals with a systematic approach to problem-solving, helping them to analyse problems effectively, leverage patterns for solutions, and develop efficient and robust solutions.	4. Suppose a character in a game isn't moving as expected. What steps would you take to debug this issue?	
Programming: The process of creating instructions that a computer can execute. The course covers basic programming concepts and practices using various tools and languages.	Functions allows for the effective organisation and reuse of code, leading to cleaner, more maintainable, and efficient programs. Functions facilitate modularity, reduce redundancy, and improve overall code management.	5. Explain how creating a function to handle a character's jump action can improve your code. Provide a simple example of such a function.	



RS

Year 7 – Philosophy and Ethics – Term 1 – The Story of Us

Summary- Position in the Curriculum												
This unit explores our place in the universe, contrasting scientific ideas like the Big Bang theory with creation myths from Buddhism and Hinduism. We'll then examine humanity's role as stewards of Earth, considering both religious and non-religious viewpoints on our responsibility towards the planet and each other. Finally, by appreciating the diversity of beliefs about humanity's journey, we'll learn to coexist peacefully despite these differences.												
Key Words		Key Ideas										
Universe	All of space and time and everything that exists within it, including planets, stars, galaxies, and all forms of matter and energy.	The Big Bang theory is the prevailing cosmological model for the universe. - It states that the universe began with a very hot, dense state and has been expanding and cooling ever since. - Scientists believe this initial state is called a singularity, which is a point of infinite density and temperature. - The Big Bang theory is supported by a wide range of evidence, including the cosmic microwave background radiation (CMB), the abundance of light elements in the universe, and the redshift of distant galaxies.	Buddhism does not focus on the origin of the universe but rather on the suffering inherent in existence and the path to liberation from that suffering. However, some Buddhist teachings do touch on the concept of cyclical existence, similar to Hinduism.	Which statement describes the Big Bang theory. (a) The universe has always existed in its current state. (b) The universe began with a tiny, superhot point and has been expanding ever since. (c) The universe is cyclical, constantly expanding and collapsing. (d) Science cannot explain the origin of the universe.								
Big Bang Theory	The prevailing cosmological model for the universe. It states that the universe began with a very hot, dense state and has been expanding and cooling ever since.											
Creation Myth	A story explaining the origin of the world or universe											
Buddhism	A religion to liberate its followers from suffering.											
Hinduism	The world's oldest religion, characterized by a belief in reincarnation, karma, dharma, and the importance of fulfilling one's duty.											
Creation myths from Hinduism and Buddhism					Match the following religious concepts with their corresponding belief: <table><tr><td>Karma</td><td></td></tr><tr><td>Reincarnation</td><td></td></tr><tr><td>Creation by a single God</td><td></td></tr><tr><td>Moksha (liberation from suffering)</td><td></td></tr></table>	Karma		Reincarnation		Creation by a single God		Moksha (liberation from suffering)
Karma												
Reincarnation												
Creation by a single God												
Moksha (liberation from suffering)												
Humanity's Role & Environmental Responsibility: Religious vs. Non-Religious Viewpoints	Religious Viewpoints: - Many religions believe humans have a special purpose on Earth, often tied to serving a higher power or achieving spiritual growth. - Examples include fulfilling one's dharma (duty) in Hinduism, living according to God's will in Abrahamic religions, or achieving enlightenment in Buddhism. Environmental Responsibility: - Many religions emphasize stewardship of the Earth, seeing humans as caretakers responsible for its well-being. - Examples include the concept of "dominion with responsibility" in Christianity, the Hindu belief in living in harmony with nature, and Buddhist principles of non-violence towards all living beings.	Non-Religious Viewpoints: Purpose: - Non-religious views often see humanity as a product of evolution, with no inherent preordained purpose. - Our purpose may be self-determined, focused on maximizing human flourishing and well-being. Environmental Responsibility: - The emphasis leans towards sustainability and maintaining a healthy planet for future generations. - Scientific evidence drives the understanding of environmental issues and the need for responsible resource management.	Explain the concept of stewardship and how it relates to our responsibility towards the environment.									

Evolution vs. Creationism:	Evolution - Scientific Theory: Evolution is the prevailing scientific theory explaining the diversity of life on Earth. - Key Points: - All living things share a common ancestor and have changed over time. - This change occurs through natural selection, where organisms with traits best suited to their environment survive and reproduce, passing those traits on. - Evidence for evolution includes the fossil record, DNA similarities between species, and observed changes in populations over time. - Not all religious people reject evolution. Many believe in a process of God-guided evolution.	Creationism - Religious Belief: Creationism is a belief system that holds that God or a higher power created all living things in their current form, typically within a short timeframe (often interpreted as a few thousand years). - Variations: - Young Earth Creationism: Literal interpretation of creation stories in some religious texts, with a recent creation of Earth and all living things. - Old Earth Creationism: Accepts the age of the Earth as determined by science but maintains a divine creation event. - Conflict with Science: Creationism generally contradicts the scientific evidence supporting evolution.	<i>Some people believe a higher power created humanity, while others believe we arose through evolution.</i> <i>Discuss the challenges and opportunities that arise from these different perspectives on humanity's origin story.</i>
Peaceful Coexistence	Importance of Respect: - Recognizing the diversity of beliefs about humanity's origins is crucial for fostering understanding and tolerance. - Each belief system offers valuable insights into human existence and our place in the world. Impact on Culture and Society: - Origin stories shape cultural practices, rituals, and societal norms. - They provide a sense of identity, purpose, and connection to the past.	5 ways to develop peaceful coexistence: Active Listening: Practice truly listening to understand another person's viewpoint, even if you disagree. Ask clarifying questions and avoid interrupting. Empathy: Try to see things from another person's perspective. Consider their background, values, and experiences to understand their beliefs. Focus on Common Ground: Find areas of agreement, even if minor. Shared values or goals can create a foundation for respectful dialogue. Respectful Communication: Express your own views clearly and calmly, avoiding personal attacks or dismissive language. Acknowledge Differences: Recognize that complete agreement may not be possible. It's okay to respectfully disagree while still maintaining a positive relationship.	Imagine you are tasked with creating a presentation for a diverse audience about the different beliefs surrounding humanity's journey on Earth. How would you ensure your presentation is respectful of all viewpoints?

Year 7 – Philosophy and Ethics – Term 2 – Gods, God and Divinity

Summary- Position in the Curriculum							
This unit dives into the fascinating world of divinity across cultures. We'll explore how polytheistic and monotheistic religions define and experience the divine, from the many gods of Hinduism to the single God in Judaism. By comparing and contrasting these diverse beliefs, we'll gain a deeper appreciation for the richness of human spirituality and the role divinity plays in shaping societies and individual lives. We'll learn to understand the cultural context and significance of these beliefs, including those from indigenous cultures, fostering respect and appreciation for all							
Key Words							
Divinity:	The state or quality of being divine; the nature of God or a god.	Non-theistic Deity:	: Not believing in a god or gods. (Buddhism is an example)				
Culture:	The customs, arts, social institutions, and achievements of a particular nation, people, or other distinct social group.	Attributes:	A god or goddess.				
Religion:	A particular system of faith and worship.	Significance:	The qualities or characteristics of a person or thing. (In religion, these describe the nature of deities)				
Polytheistic:	Believing in or worshipping more than one god. (Greek mythology is an example)	Indigenous Culture:	The importance or meaning of something. (How the concept of divinity is important in people's lives)				
Monotheistic:	Believing in or worshipping one God. (Abrahamic religions like Judaism, Christianity, and Islam are examples)		The culture of the original inhabitants of a particular area.				
Key Ideas							
Concept of Divinity	Divine Mystery: Across cultures, religions explore the "divine," a powerful force beyond human understanding. Many Faces: Divinity takes many forms: multiple gods (polytheism), a single God (monotheism), or a universal force (pantheism). Belief Spectrum: Religions range from polytheism (Greek myths, Hinduism) to monotheism (Abrahamic faiths) to non-theistic traditions (Buddhism). Historical Lens: Understanding the history and culture helps us appreciate the diverse beliefs about divinity. Shared Threads: Despite differences, religions often share creation stories, rituals to connect with the divine, and moral codes linked to it. Shaping the World: Beliefs in divinity shape cultures, societies, and individual lives, offering purpose, comfort, and ethical guidance.						
	Spectrum of Beliefs: Humans hold a wide range of beliefs about the world, from religion and spirituality to science and philosophy. Cultural Influence: Beliefs are heavily influenced by culture, history, and personal experiences. What someone considers true or important may differ greatly depending on their background. Religious Diversity: A vast array of religions exist, each with unique doctrines, practices, and concepts of divinity (e.g., monotheism, polytheism, non-theism). Ethical Frameworks: Different belief systems often have distinct ethical codes guiding behaviour and morality. Evolving Landscape: Beliefs can change over time as societies progress and knowledge expands. New discoveries or interpretations can challenge existing beliefs.						
Diversity of Beliefs	Match the religious traditions with their concept of divinity: <table><tr><td>Polytheism</td><td></td></tr><tr><td>Monotheism</td><td></td></tr></table>			Polytheism		Monotheism	
Polytheism							
Monotheism							
Comparative Analysis	Spiritual: - Focuses on a connection to a higher power or spiritual dimension. - Beliefs may involve unseen forces, deities, or a universal energy. - Often emphasizes faith, intuition, and inner peace. Secular: - Grounds beliefs in reason, observation, and scientific evidence. - Focuses on the material world and what can be directly perceived. - Emphasizes logic, critical thinking, and observable outcomes.						
Significance of Beliefs	Meaning and Purpose: Belief in divinity can provide a sense of meaning and purpose in life. It offers answers to existential questions about our place in the universe and our existence. Comfort and Support: Divinity can be a source of comfort and support during difficult times. Belief in a higher power can offer solace and hope for the afterlife.						
<i>Explain the difference between monotheistic and polytheistic religions and provide an example of each.</i>							
<i>Match the religious traditions with their concept of divinity:</i> <table><tr><td>Polytheism</td><td></td></tr><tr><td>Monotheism</td><td></td></tr></table>				Polytheism		Monotheism	
Polytheism							
Monotheism							
<i>Discuss the significance of the concept of divinity in a specific religious tradition (e.g., Judaism, Hinduism).</i> <i>How does this belief impact the lives of followers?</i>							
<i>Analyse an image depicting a deity from a particular culture (e.g., Lakshmi).</i>							

	• Moral Framework: Religious beliefs often provide a moral compass, guiding ethical behaviour and promoting social order. Divine rules or teachings can influence right and wrong. • Community and Belonging: Religion often creates a sense of community and belonging. Shared beliefs and practices can foster strong social bonds and support networks. • Identity and Tradition: Religious beliefs can be a core part of a person's identity and cultural heritage. Traditions and rituals connect individuals to their ancestors and a larger community. • Focus on Transcendence: Belief in divinity can inspire people to strive for something beyond themselves. It can motivate acts of charity, selflessness, and seeking a higher state of being.	Describe the attributes of the deity and explain their potential meaning.
Role in Religions	• Foundation for Faith: Divinity serves as the cornerstone of faith in most religions. It provides a central focus for worship, devotion, and religious practices. • Source of Authority: Divine figures or concepts establish religious authority. Their teachings, commandments, or actions set moral codes and guide religious practices. • Explanation of the Unknown: Divinity offers explanations for the origin of the universe, existence after death, and other mysteries beyond human understanding. • Emotional Connection: Belief in a divine being can foster a powerful emotional connection. Feelings of love, awe, and gratitude can inspire religious devotion. • Meaning-Making: Divinity helps people make sense of their lives and experiences. Religious narratives and teachings provide context for suffering, joy, and the purpose of existence. • Motivation for Action: Belief in a higher power can motivate ethical behaviour, acts of charity, and following religious teachings to please the divine or achieve a better afterlife. • Community Building: Shared belief in divinity creates a sense of community and belonging within a religion. It fosters social bonds and provides a support network. • Ritual and Practice: Religious practices and rituals often centre around interacting with the divine. These practices can provide comfort, structure, and a sense of connection to something larger than oneself.	Imagine you are curating a museum exhibit showcasing the diverse ways cultures represent divinity. How would you ensure the exhibit is respectful of all traditions and fosters understanding?

Year 7 – Philosophy and Ethics – Term 3 – Justice and Fairness

Summary- Position in the Curriculum This unit explores the multifaceted concept of justice across various contexts – specifically through the religions of Islam and Sikhism. We'll delve into how the different religions explore the theme of justice and how it is approached through their stories and teachings. We'll then analyse the complex relationship between justice and forgiveness, considering how both contribute to a fair and just society. Ultimately, we'll empower you to be active participants in achieving justice. By understanding different approaches and exploring real-world situations, you'll develop the tools to advocate for and contribute to a more just world in your own communities.	
Justice: Fairness: Legal Justice: Social Justice: Restorative Justice: The principle of fairness and impartiality. The quality of treating people equally or in a way that is right. The system of laws and courts that applies justice. Fair treatment and opportunity for all members of society. Focuses on repairing harm and restoring relationships between victim and offender.	
Key Words Restorative Justice: Forgiveness: Religion Ethics: Community: Focuses on punishment for wrongdoing. The act of pardoning someone for a wrong. A particular system of faith and worship. Moral principles that guide behaviour. A group of people living in the same area or sharing a common interest.	
Key Ideas Multiple Definitions: Justice is a complex concept with various definitions depending on context. Fairness at its Core: A common thread is fairness, ensuring everyone is treated equally and receives what they deserve. Context Matters: Legal justice focuses on applying laws and punishments within the court system. Beyond Law: Social justice addresses broader fairness issues in society, like equal access to opportunities. Restorative Approach: Restorative justice aims to repair harm and rebuild relationships between victim and offender. Balancing Scales: Retributive justice emphasizes punishment for wrongdoing in proportion to the crime. Global Perspectives: Understanding justice requires considering different cultural and historical contexts.	
Understanding Justice	Restorative Justice: Focus: Repairing harm caused by crime and rebuilding relationships between victim and offender. Strengths: Promotes healing, fosters accountability, and encourages reintegration into society. Limitations: May not be suitable for all crimes, and requires cooperation from both parties. Retributive Justice: Focus: Punishing offenders in proportion to the severity of their crime. Strengths: Deters crime, upholds societal norms, and offers a sense of closure for victims. Limitations: Focuses solely on punishment, potentially neglecting rehabilitation or restorative measures.
Types of Justice	Legal Justice: Focus: Upholding laws and administering fair trials within the court system. Strengths: Provides a structured framework for punishment and dispute resolution. Limitations: Can be slow, expensive, and may not address the root cause of crime or fully repair harm. Social Justice: Focus: Creating a fair and equitable society where everyone has equal access to opportunities and resources. Strengths: Addresses systemic inequalities and promotes social progress. Limitations: Achieving widespread social change can be a lengthy process. Measuring "fairness" across complex societal issues can be challenging.
Religious Perspectives	Central Theme: Justice is a core theme in many religions, guiding how people interact with each other and the divine. Stories and Teachings: Religious texts and stories often illustrate concepts of justice and fairness (e.g., parables in the Bible, karma in Hinduism). Ethical Codes: Religious doctrines frequently outline ethical codes promoting just behaviour and addressing issues like retribution and forgiveness.
<i>Critically evaluate the role of forgiveness in achieving justice. Can forgiveness and justice coexist?</i>	
<i>Discuss the differences and potential connections between retributive and restorative justice. Provide an example for each.</i>	
<i>Explain how a specific religion (e.g., Islam, Sikhism) approaches the concept of justice.</i>	

	• Different Approaches: While sharing common principles, religions can have diverse views on justice. Some emphasize social justice (e.g., prophetic teachings in Judaism), while others focus on individual karma (e.g., Buddhist teachings). • Divine Authority: Justice is often linked to divine will or laws established by a higher power, offering a sense of ultimate accountability. • Focus on Restoration: Some religions, like Islam, emphasize restorative justice where possible, promoting reconciliation alongside punishment. • Afterlife and Judgment: Belief in an afterlife and divine judgment can further influence religious views on justice, with consequences for actions in this life.	
Justice vs. Forgiveness	• Distinct Concepts: Justice focuses on accountability and fairness, ensuring those wronged receive what's due. Forgiveness involves a deliberate decision to let go of resentment and anger towards someone who has harmed you. • Potential Conflict: Seeking justice can sometimes seem at odds with forgiveness. Punishment might hinder the possibility of reconciliation. Forgiveness might be seen as condoning wrongdoing. • Complementary Roles: In some situations, justice and forgiveness can work together: Justice can provide closure for victims and create a safer society, allowing for the possibility of forgiveness. Forgiveness can promote healing for both victim and offender, fostering reconciliation and reducing future harm. • Varying Emphasis: Different religions and cultures may prioritize one concept over the other. Some emphasize the importance of justice before forgiveness, while others focus on the transformative power of forgiveness even without complete justice. • Individual Choice: Ultimately, choosing whether or not to forgive is a personal decision, influenced by the severity of the offense and the desire to move forward.	Contribution to a Just Society: • Justice System Focus: Ensuring a fair and just legal system allows victims to seek reparation and deters crime. • Forgiveness and Reconciliation: When possible, forgiveness can promote healing, reduce resentment, and create a more peaceful society. • Restorative Approach: Combining elements of both justice and forgiveness, restorative justice seeks to repair harm and rebuild relationships, contributing to a more just and compassionate society. <i>A student witnesses bullying at school. Describe different types of justice that could be applied in this situation and explain their potential benefits or limitations.</i>
Empowering Change: Develop the skills to identify and advocate for justice in your community. Learn how individuals and communities can work towards a more just world.	• Identifying Injustice: The first step is recognizing injustice in your community. This could be social inequalities, unfair treatment, or lack of access to opportunities. • Developing Advocacy Skills: Learn to effectively communicate about injustice and the need for change. This includes research, public speaking, and using social media responsibly. • Community Collaboration: Justice is rarely achieved alone. Build partnerships with others who share your concerns and work together to create a stronger voice. • Understanding Power Dynamics: Recognize the existing power structures that may perpetuate injustice. Develop strategies to navigate them effectively. • Action Planning: Move beyond awareness to action. Create specific, achievable goals and identify concrete steps your community can take to address injustice. • Nonviolent Strategies: Effective advocacy for change often relies on peaceful methods like protests, petitions, and educational campaigns. • Empowering Others: Inspire and empower others to join your cause. Creating a collective movement for justice increases its impact. • Long-Term Commitment: Working towards a just society is an ongoing process. Be prepared for setbacks, celebrate successes, and remain dedicated to long-term change.	Develop a plan for promoting justice in your community. What issue are you passionate about, and what actions could you take to address it?

Year 7 – Philosophy and Ethics – Term 4 – Messengers and Prophets

Summary- Position in the Curriculum			
This unit dives into the fascinating world of Messengers and Prophets across religions. We'll explore how different religions view these figures, comparing their roles and messages. We'll meet iconic figures like Abraham, Jesus, and Buddha, and delve deeper into the stories and teachings of key figures in Christianity and Buddhism. We'll analyze how these Messengers and Prophets communicated their ideas, whether through spoken word, actions, or scriptures like the Bible. Finally, we'll explore how their messages continue to resonate today, with themes like forgiveness and social justice remaining relevant in our modern world. Throughout, we'll gain a deeper appreciation for the enduring impact of Messengers and Prophets, inspiring us to create projects that reflect their timeless messages.			
Messenger: Prophet: Revelation: Scripture:	Key Words Christianity: An Abrahamic monotheistic religion based on the teachings of Jesus Christ. Forgiveness: The act of pardoning someone for a wrong. Social Justice: Fair treatment and opportunity for all members of society. Enduring Relevance: Continuing to be significant and applicable over time.		
	Key Ideas • Divine Messengers and Chosen Ones: Across religions, Messengers and Prophets are individuals believed to be chosen by a deity to deliver messages or revelations to humanity. • Varied Roles and Titles: While there's some overlap, specific roles and titles might differ. Messengers might be entrusted with new laws or scriptures, while Prophets focus on teaching existing ones. • Moral Exemplars: These figures often embody high moral character and serve as role models for followers. • Founders of Religions: In some cases, Messengers and Prophets are founders of new religions, establishing core beliefs and practices. • Commonalities Across Traditions: Despite variations, Messengers and Prophets often share characteristics like receiving divine revelations, promoting ethical living, and advocating for social justice. • Diversity in Communication: Messengers and Prophets communicated their messages in various ways: spoken word, actions that served as examples, and even divinely revealed scriptures.		
	Assessment Questions Discuss the similarities and differences between the roles of Messengers and Prophets in Judaism and Islam. Provide examples of key figures.		
	Explain the significance of a specific Messenger or Prophet (e.g., Abraham, Buddha) within their respective religious tradition.		
Understanding Messengers and Prophets	1. Abraham: - Religion: Judaism, Christianity, and Islam (considered the father of these Abrahamic religions) - Significance: Known for his unwavering faith and willingness to obey God's commands (e.g., sacrificing his son, Ishmael, in some interpretations). - Impact: Established the concept of a covenant between God and his chosen people, laying the foundation for Abrahamic traditions.	2. Jesus: - Religion: Christianity - Significance: Central figure of Christianity, believed to be the Son of God and the Messiah who brought salvation to humanity through his life, teachings, death, and resurrection. - Impact: Established core principles of Christian faith, such as love, forgiveness, and salvation, shaping religious practices, moral values, and spiritual identity for billions worldwide.	3. Buddha: - Religion: Buddhism (not considered a divine being, but a founder and teacher) - Significance: Achieved enlightenment and taught the Four Noble Truths and the Eightfold Path to escape suffering. - Impact: Founded Buddhism, a major world religion emphasizing mindfulness, compassion, and achieving Nirvana (liberation from suffering).
Comparing Figures			
Focus on Christianity	Christianity: - Abraham: Seen as the father of faith, through whom God established the covenant with humanity. - Jesus Christ: Central figure, believed to be the Son of God and the Messiah prophesied in the Hebrew Bible. His		Analyze the methods used by Messengers and Prophets to communicate their messages.

	teachings and life form the core of Christian faith.	How did these methods influence the spread of their teachings?
	Old Testament Prophets: Figures from the Hebrew Bible like Isaiah, Jeremiah, and Elijah who preached God's word and social justice.	
Impact and Communication	- Spoken Word: The most direct approach, prophets delivered their messages through sermons, teachings, and pronouncements. Public speeches and dialogues with followers played a crucial role in disseminating their ideas. - Actions as Examples: Many prophets lived their lives in accordance with their teachings, serving as living examples for others to follow. Their actions demonstrated the practical application of their message and offered a model for ethical behaviour. - Miracles and Signs: Some religions attribute miracles or extraordinary feats to specific Messengers and Prophets. These events served to validate their divine connection and attract attention to their message. - Scriptures: In some traditions, divinely revealed texts like the Torah, Bible, or Quran became the primary means of transmitting the message. These scriptures captured the teachings and stories for future generations, ensuring the continuity and spread of the message. - Disciples and Followers: Early followers played a vital role in spreading the message through word-of-mouth, sharing their experiences and teachings with others. They formed communities that further perpetuated the message and established religious traditions.	<i>Examine a passage from a religious scripture (e.g., Bible passage on Moses) and identify the message or teaching being conveyed.</i>
Long-Term Significance	- Foundational Beliefs: The teachings and stories of Messengers and Prophets form the core tenets of many religions, shaping concepts of God, ethics, and the afterlife. - Religious Practices: Rituals, observances, and daily practices within various religions often stem from the teachings and examples set by these figures. - Social Order and Laws: Moral codes and legal systems in some societies can be traced back to the principles advocated by Messengers and Prophets. - Art and Culture: Religious art, music, and literature are often inspired by the stories and messages of these figures. - Sense of Community: Religious communities and institutions often find their origin in the followers of Messengers and Prophets, fostering social bonds and shared values. - Ongoing Relevance: The core messages of Messengers and Prophets, like ethical living, compassion, and social justice, continue to resonate in modern society, offering guidance and inspiration.	Develop a project inspired by the teachings of a Messenger or Prophet. This could be a piece of art, writing, or a presentation that explores how their message remains relevant today.
Modern Relevance	- Social Justice: Many Messengers and Prophets emphasized fairness, compassion, and care for the marginalized. Their teachings can inspire movements for social justice, advocating for equal rights, challenging oppression, and promoting a more just society. - Forgiveness: While seeking justice is important, forgiveness is also a powerful concept promoted by some Messengers and Prophets. It can foster healing, reconciliation, and a reduction in societal conflict. - Ethical Living: Central to most religious traditions are ethical teachings from Messengers and Prophets. These principles can guide individuals towards honesty, kindness, and responsible behaviour, contributing to a more ethical and peaceful world. - Community and Service: The emphasis on community building by many Messengers and Prophets encourages cooperation and service to others. This can inspire acts of charity, volunteerism, and working towards the common good. - Finding Meaning and Purpose: Many teachings offer guidance on finding purpose and meaning in life. This can provide comfort, strength, and a sense of direction in a complex world.	Modern Applications: - Studying the teachings of Messengers and Prophets can inspire individuals to become advocates for social justice or engage in community service. - Their messages on forgiveness and compassion can offer solutions to conflict resolution and promote peacebuilding efforts. - Religious teachings on ethical living can provide a moral compass for navigating complex situations in today's world.

Year 7 – Philosophy and Ethics – Term 5 – God Through Nature

Summary- Position in the Curriculum

This unit delves into the fascinating connection between God and nature across various religions. We'll explore how different religions view nature, from seeing it as a reflection of God's order to a manifestation of God itself. Analysing religious texts and traditions, we'll evaluate these interpretations and develop our own understanding of the divine through nature. Through personal experiences and creative responses inspired by nature's beauty, we'll explore our own connection to the divine. Finally, fostering respect for diverse viewpoints, we'll discuss the importance of responsible environmental stewardship. By understanding the religious emphasis on creation care, we'll learn to be better stewards of the environment entrusted to us. We will zoom in through a specific focus on Hinduism, Judaism and Islam.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Key Ideas		Assessment Questions	
Exploring Connections	Spectrum of Views:	Nature as a Reflection:	Discuss how two different religions view the relationship between God and nature. Use examples from religious texts or traditions.
	- Religions offer a diverse spectrum of views on this connection. - Some see nature as God's creation, separate but reflecting God's order and characteristics (e.g., Christianity, Judaism). - Others view nature as a manifestation of the divine itself, with God being present in all aspects of the natural world (e.g., Hinduism, some Indigenous religions). Religious Texts and Traditions: - Religious texts and traditions provide valuable insights into these connections. - Stories of creation, hymns praising nature's beauty, and teachings about God's presence in the world offer clues to a religion's perspective. - Ritual practices that involve nature, like pilgrimages to sacred mountains or blessings of crops, further illustrate this connection.	Nature as a Reflection: - Many religions see nature as a reflection of God's characteristics. - The order and complexity of the natural world can point to God's wisdom and power. - The beauty of nature can inspire awe and reverence, qualities associated with the divine. Respect and Harmony: - Several religions emphasize the importance of respecting nature and living in harmony with it. - This can be seen as a way of honouring God's creation or as a way of maintaining balance within the divine order.	
Religious Texts and Traditions	Sacred Stories: Creation myths and narratives about God's interaction with nature are foundational for understanding a religion's perspective. Analysing these stories reveals how nature is positioned in relation to the divine (e.g., God creating nature vs. nature being part of God). Hymns and Prayers: Expressions of praise and devotion often use nature as imagery. Understanding how natural elements are described in hymns and prayers can reveal associations with God's attributes like power, majesty, or nurturing love. Rituals and Practices: Rituals involving the natural world, such as blessings of crops or pilgrimages to sacred mountains, offer a practical expression of the connection between God and nature. Observing these practices sheds light on how religions encourage connection with the divine through the natural world. Interpretations and Symbolism: Religious texts and traditions are often rich with symbolism. Understanding how natural elements are used symbolically (e.g., mountains representing God's presence) can reveal deeper meanings about the God-nature connection. Diverse Perspectives: Even within a single religion, interpretations about the God-nature relationship can vary. Examining different schools of thought or denominations can offer a broader understanding of the spectrum of views within a tradition.	<i>Describe a personal experience in nature that deepened your understanding of the divine.</i>	
Nature as Reflection	Order and Complexity: The intricate organization of the natural world, from the cycle of seasons to the delicate balance of ecosystems, can be seen as a manifestation of God's order and planning. This order inspires awe and reverence for the divine mind behind creation. Beauty and Majesty: The breathtaking beauty of nature, from soaring mountains to vibrant sunsets, evokes a sense of wonder and appreciation for God's creativity and artistic expression. This beauty can inspire feelings of humility and a desire to connect with the divine source of such magnificence. Power and Majesty: The raw power of natural forces like storms, lightning, and earthquakes can be seen as a reflection of God's immense power and might. These forces remind us of God's ability to create and sustain the universe, fostering a sense of respect and awe. Harmony and Balance: The delicate balance and interconnectedness within ecosystems can be understood as a reflection of God's desire for harmony within creation. This harmony serves as a model for human behaviour, encouraging us to live in balance with nature and each other. Not Literal Reflection: It's important to note that this concept doesn't imply nature is simply a copy of God. Rather, it suggests that by observing and experiencing nature, we can gain insights into the qualities and power of the divine.	<i>Analyse a passage from a religious text that speaks about nature. Explain how it connects to God or the divine.</i>	

Personal Connection	• Nature as a Catalyst: Spending time in nature can create a sense of awe, peace, and connection to something larger than oneself. These experiences can be stepping stones towards a deeper understanding of the divine. • Finding Meaning in Nature: The beauty, complexity, and interconnectedness of the natural world can spark questions about meaning and purpose. Reflecting on these questions in nature can lead to personal insights about the divine and our place in the universe. • Silence and Contemplation: The quietude of nature can provide a space for quiet reflection and contemplation. Removed from distractions, individuals can connect with their inner selves and explore their spiritual connection to the divine. • Diversity of Experiences: Personal connections with the divine in nature can be unique. They might involve feelings of peace in a serene forest, awe at a majestic mountain vista, or a sense of renewal after a refreshing swim in a lake. • Respectful Exploration: While religions may offer guidance, the ultimate goal is to develop your own understanding of the divine through personal experiences. Remain open to different ways nature might connect you to a greater spiritual reality.	<i>Facilitate a respectful debate on the concept of environmental stewardship. Consider viewpoints from different religions and ethical perspectives.</i>
Respecting Diversity	• Richness of Traditions: Different religions offer unique perspectives on the God-nature connection, each contributing to a broader understanding of the divine and the natural world. Respecting these variations fosters intellectual curiosity and appreciation for the richness of human religious experience. • Interfaith Dialogue: By respecting diverse interpretations, we open doors for respectful dialogue and learning across different faith traditions. Understanding other perspectives can broaden our own views and foster a spirit of cooperation on issues like environmental stewardship. • Validating Individual Paths: Each person's journey towards spirituality is unique. Respecting diverse interpretations acknowledges that individuals may connect with the divine in nature through different experiences and ideas. • Focus on Shared Values: Despite variations, most religions emphasize a sense of wonder at nature's beauty and a call for responsible care for the environment. Focusing on these shared values can build bridges and foster cooperation on issues of global importance. • Avoiding Oversimplification: The God-nature connection is complex. Respecting diversity acknowledges that there isn't one "correct" answer, but rather a spectrum of interpretations that enrich our understanding of the divine and the natural world.	
Environmental Stewardship	• Creation Care: This term highlights the responsibility of humans, entrusted with caring for God's creation (the environment). Religious teachings often emphasize living in harmony with nature, not dominating or exploiting it. • Sustainability: Religious principles can guide individuals towards sustainable practices that minimize harm to the environment and ensure resources are available for future generations. • Justice for Creation: Some traditions advocate for the intrinsic value of nature, not just its utility for humans. This perspective encourages protecting ecosystems and respecting the rights of other living beings. • Examples from Scripture: Many religious texts offer stories and teachings that promote environmental stewardship. For example, the concept of "dominion" in the Bible can be interpreted as responsible management, not exploitation, of the Earth. • Connecting Action and Faith: Caring for the environment becomes a way of expressing gratitude for God's creation and fulfilling one's religious duty. This action demonstrates faith through service to the Earth.	
Creation Care	• Stewardship Responsibility: Humans are seen as stewards entrusted with the care of God's creation, the natural world. This responsibility extends beyond simply using resources; it involves protecting and nurturing the environment for future generations. • Living in Harmony: Creation care promotes living in harmony with nature, not in domination of it. It encourages sustainable practices that minimize harm to the environment and respect the delicate balance of ecosystems. • Intrinsic Value of Nature: Some religious perspectives go beyond viewing nature as solely a resource for humans. They recognize the inherent value of all creation, with each living being deserving of respect and protection. • Environmental Challenges: Creation care addresses environmental problems like pollution, deforestation, and climate change. Religious teachings can inspire action to find solutions and advocate for policies that promote environmental well-being. • Religious Texts and Practices: Many religious texts offer guidance on creation care. Stories, teachings, and even rituals can serve as calls to action, encouraging responsible relationships with the Earth. Examples include avoiding waste, practicing conservation, and showing gratitude for the natural world.	The Call to Action: Creation care doesn't simply advocate for awareness; it's a call to action. Religious communities and individuals are encouraged to: • Make sustainable choices: Adopt practices that minimize environmental impact, like reducing consumption, recycling, and using renewable resources. • Advocate for change: Speak up for environmental protection, support policies promoting sustainability, and hold corporations and governments accountable for their actions. • Live simply and respect nature: Challenge consumerism and focus on living in harmony with the natural world.

Create a piece of art, writing, or presentation that explores the connection between God and nature.

Year 7 – Philosophy and Ethics – Term 6 – Community and Society

Summary- Position in the Curriculum

This unit delves into the fascinating interplay between religion, law, and social justice. We'll explore how religious teachings have shaped legal systems and continue to influence ideas of fairness and justice. Through analyzing historical examples, we'll see how religious interpretations have led to legal changes. Additionally, we'll develop ethical decision-making skills, considering both individual needs and the needs of our communities, using religious principles as a guide. Finally, recognizing the importance of community in religion, we'll explore ways to contribute positively to society through our values and actions. By creating action plans, we'll translate our beliefs into real-world contributions, making our communities stronger. We will be zooming in on a particular focus on Humanism and Atheism.

Key Words	
Religion:	A set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and moral aspects.
Law:	A system of rules that are enforced through social institutions to govern behaviour.
Social Justice:	The fair and just treatment of all members of a society.
Ethics:	Moral principles that govern behaviour.
Community:	A group of people living in the same area or sharing a common characteristic.
Key Ideas	
Stewardship:	The careful and responsible management of something entrusted to one's care.
Religious Teachings:	: Doctrines, principles, and morals conveyed by a religion.
Interpretation:	The explanation or understanding of the meaning of something.
Contribution:	An act of giving something to a cause or undertaking.
Action Plan:	A detailed plan that outlines the steps to be taken to achieve a goal.

Assessment Questions

Religion and Law	Foundational Principles: Many legal codes throughout history have been based on religious teachings. Concepts like justice, fairness, and respect for authority often stemmed from religious doctrines. Moral Compass: Religious teachings provided a moral framework for legal systems, offering principles on right and wrong, good and evil, which translated into laws and social norms. Historical Examples: Look at legal codes like Hammurabi's Code (Mesopotamia) or Mosaic Law (Judaism) for prime examples of religious principles shaping legal systems. These codes incorporated religious beliefs about fairness, retribution, and divine authority into legal structures. Evolution and Reform: Religious influence on law isn't static. Over time, legal systems have evolved, incorporating secular principles and adapting to changing social contexts. However, religious ideas continue to influence legal debates on issues like marriage, family law, and bioethics. Modern Considerations: In many societies today, the relationship between religion and law is a matter of ongoing debate. Some argue for the separation of religion and state, advocating for neutral laws based on secular principles. Others believe religious values can still contribute to a just legal system.	<i>Discuss how two different religions view the concept of social justice. How are their religious teachings reflected in their legal systems?</i>
	Religious Texts as Guides: Sacred scriptures and religious teachings often served as guides for legal reforms. Concepts of fairness, punishment, and social order found in these texts influenced legal codes and practices. Social Justice Movements: Religious leaders and communities have often been at the forefront of social justice movements, advocating for legal changes to address issues like slavery, poverty, and discrimination. Their interpretations of religious teachings on equality and compassion fuelled these movements. Specific Examples: Judaism: The concept of "Jubilee" in the Hebrew Bible, requiring land redistribution every 50 years, aimed at preventing social inequality and inspired reforms addressing wealth concentration. Christianity: The teachings of Jesus on forgiveness and social justice influenced legal reforms reducing harsh punishments and promoting social welfare programs. Islam: Islamic law (Sharia) based on Quranic principles has historically influenced legal codes in many Muslim-majority countries, impacting areas like family law, criminal justice, and economic practices. Separation of Church and State: The rise of secularism in many societies led to a separation of church and state. This reduced the direct influence of religious interpretations on legal codes, but religious values continue to inform legal debates and social movements. Ongoing Relevance: Even in secular societies, historical legal changes influenced by religion continue to have an impact on legal systems. Understanding this historical context is crucial for appreciating the present legal landscape.	<i>Present a real-world ethical dilemma and analyse it from the perspectives of two different religions. How would the teachings of each religion guide decision-making in this situation?</i>

Ethical Decision-Making	• Religious Guidance: Many religions offer ethical frameworks that guide decision-making. Principles like fairness, compassion, and respect for life can be applied to situations where individual desires and community well-being seem to conflict. • Identifying Stakeholders: Ethical decision-making requires identifying all parties affected by a choice. Considering the potential consequences for individuals, groups, and the broader community helps ensure a well-rounded approach. • Weighing Values: Religious teachings often emphasize core values like honesty, justice, and the common good. Analysing how these values apply to the situation helps determine the most ethical course of action. • Considering Consequences: Ethical decisions involve understanding the potential outcomes for both individuals and the community. Choosing the path that minimizes harm and promotes the best for all involved is crucial. • Open Communication: Engaging in open communication with those affected by a decision can help gather perspectives and find solutions that respect individual rights while upholding the community's well-being. • Not Always Easy Answers: Ethical dilemmas often lack clear-cut solutions. Religious teachings can provide a framework, but ultimately the decision rests on careful consideration of all factors and a commitment to the greater good.	<i>Choose a specific legal change throughout history and research the influence of religious interpretations on its development.</i> <i>Explain the arguments for and against this change based on religious principles.</i>
Religious Values and Ethics	• Core Values: Religions often emphasize core values like honesty, compassion, respect for life, justice, and fairness. These values serve as a foundation for ethical decision-making. • Moral Principles: Religious teachings provide principles for navigating complex situations. Concepts like the "Golden Rule" (treating others as you want to be treated) or principles of non-violence can offer guidance in difficult choices. • Discernment and Reflection: Religious practices may encourage reflection and discernment when facing ethical dilemmas. Prayer, meditation, or seeking guidance from religious leaders can provide space for thoughtful consideration. • Real-World Application: Religious teachings aren't abstract concepts. They are meant to be applied to everyday life. Understanding how these values translate into practical decisions in various situations is crucial. • Considering Consequences: Religious ethics often emphasize the importance of considering the potential consequences of our actions on ourselves and others. Choosing the path that minimizes harm and promotes the greater good aligns with ethical decision-making. • Accountability and Community: Many religions emphasize accountability to a higher power and to the community. This sense of responsibility encourages individuals to make choices that uphold ethical values.	<i>Develop a personal action plan outlining how you will contribute positively to your community based on your religious values.</i>
Community and Contribution	• Strength in Community: Religious communities provide a support system, fostering a sense of belonging and connection. This shared identity motivates individuals to work together for the common good. • Shared Values in Action: Religious values like compassion, service, and social justice inspire individuals to contribute positively to their communities and the wider world. • Finding Your Role: Religious communities offer diverse opportunities for service. Volunteering, participating in social justice initiatives, or simply offering neighborly help are all ways to translate faith into action. • Skills and Talents: Religious communities encourage individuals to use their skills and talents for the benefit of others. This can range from organizing charity events to offering professional skills to those in need. • Living by Example: Religious teachings often emphasize the importance of leading by example. Demonstrating compassion, honesty, and service within the community sets a positive tone and inspires others. • Beyond Religious Boundaries: While religious communities foster a strong sense of internal contribution, they can also bridge divides. Interfaith cooperation allows individuals from different faiths to work together on issues of common concern, benefiting the wider society.	<i>Facilitate a respectful debate on the role of religion in shaping laws and promoting social justice. Consider arguments for and against religious influence on legal systems.</i>
Values in Action	• Identifying Core Values: The first step is to identify your core values. What principles are most important to you? These might be honesty, compassion, service, environmental stewardship, or social justice. Religious teachings can be a great source of inspiration for identifying these core values. • Community Needs Assessment: Look around your community and identify needs or challenges that resonate with your values. Are there issues related to poverty, hunger, environmental degradation, or social inequality? • Finding Your Niche: Consider your skills, talents, and interests. How can you leverage these to address the needs identified in your community? This could involve volunteering your time, donating resources, or advocating for change. • Setting SMART Goals: Develop Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for your action plan. What specific actions will you take? How will you measure your progress? • Taking Action: Don't wait for the perfect opportunity - take action! Start small and build momentum. Even seemingly insignificant acts of service can create positive change. • Finding Support: Share your action plan with like-minded individuals or religious communities. Their encouragement and support can be invaluable in staying motivated and achieving your goals. • Reflection and Evaluation: Regularly reflect on your progress and the impact of your actions. This allows you to celebrate successes, learn from challenges, and adjust your approach as needed.	<i>Create a piece of art, writing, or presentation that explores the connection between God and nature.</i>

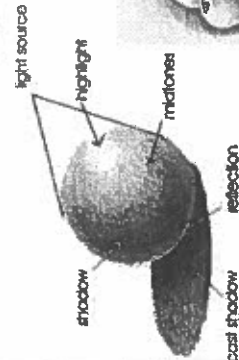
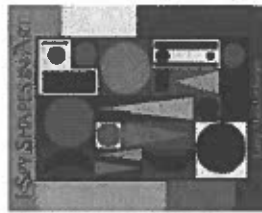
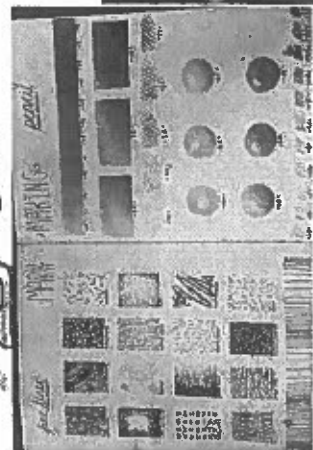
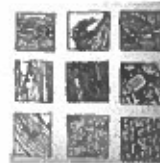
Visual Arts

KS3 Art & Design - Year 7 Half Term 1

Summary - Position in the Curriculum

Key Stage 3 students study these nine foundational **ELEMENTS OF ART** and design throughout the curriculum, particularly in the autumn term. Year 7 students study these elements in depth through graphic explorations of technique, whilst Years 8 and 9 students recap this core knowledge cyclically, through skill-based projects.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
LINE	A CONTINUOUS MARK left by moving an ART MEDIUM across a surface.	A LINE can take many forms e.g. straight, curved, jagged, rough, hatched. A LINE can show TEXTURES, CONTOURS, MOVEMENT, FEELING, EXPRESSIONS. LINES are also used to DEFINE the SHAPE of an object. Artists use LINE when MARK-MAKING to show TEXTURES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
TEXTURE	Used by artists to show how something might FEEL, what it is made of.	TEXTURE is created using MARK-MAKING, which is also often connected to the ELEMENT of LINE. This is also called IMPLIED TEXTURE. TEXTURES can be made using every art MEDIUM.	1. REVISE the definitions and spelling of the ELEMENTS OF ART .
SHAPE	An area enclosed by a LINE.	Artists create SHAPES to represent objects on a two-dimensional surface. SHAPES can also be used in PATTERN & DESIGN, or even creating ABSTRACT images. Photographers look for SHAPES to create interesting COMPOSITIONS.	2. PRACTICE the full range of techniques in each ELEMENT , via activities set by your teacher.
FORM	A SHAPE created to look THREE DIMENSIONAL.	A square becomes a cube. A triangle becomes a sphere. A circle becomes a pyramid. A circle becomes a sphere. FORM creates the ILLUSION of 3D DEPTH. SCULPTURE and 3D DESIGN are also about creating FORMS.	3. WATCH how artists use the ELEMENTS OF ART : https://www.youtube.com/@KQEDArtschool
SPACE	A FEELING of DEPTH and controlling TWO or THREE DIMENSIONALITY.	Artists use a range of techniques to IMPLY SPACE in their work, such as PERSPECTIVE, OVERLAPPING SHAPES and TONAL VALUE VARIATION. The area around the PRIMARY OBJECTS in a work of art is known as NEGATIVE SPACE, while the SPACE occupied by the PRIMARY OBJECTS is known as POSITIVE SPACE.	4. RESEARCH an artist who uses multiple ELEMENTS OF ART in their work.
			5. CREATE a PORTRAIT using a RANGE of TEXTURES in any medium.

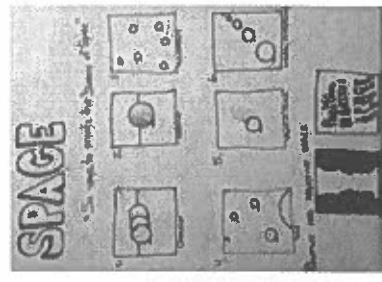


TEXTURE

SHAPE

FORM

SPACE



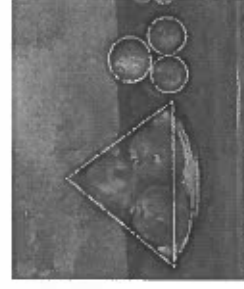
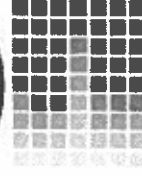
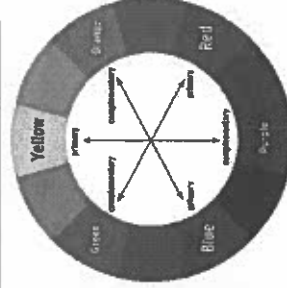
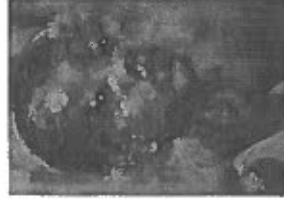
KS3 Art & Design - Year 7 Half Term 2

Summary - Position in the Curriculum

Key Stage 3 students study these nine foundational **ELEMENTS OF ART** and design throughout the curriculum, particularly in the autumn term. Year 7 students study these elements in depth through graphic explorations of technique, whilst Years 8 and 9 students recap this core knowledge cyclically, through skill-based projects.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PATTERN	A DESIGN that is created by repeating LINES, SHAPES, TONES or COLOURS.	PATTERNS can be created by people, such as a DESIGN on fabric for fashion, or natural such as markings on animal skins and petals on a flower.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
TONAL VALUES	The lightness or darkness of a SHADE or COLOUR.	TONAL VALUES work on a SCALE ranging from light to dark. Using the full TONAL RANGE will allow you to show SURFACES, SHADOWS, HIGHLIGHTS AND CONTRASTS, giving DEPTH and 3D FORM to your work.	1. REVISE the definitions and spelling of the ELEMENTS OF ART .
COLOUR	PIGMENTS and applied through a RANGE of MEDIUMS such as PAINT, PASTEL, CHALK, PENCIL, INKS, and DYES.	COLOUR can be used FAITHFULLY to show REALISM, EXPRESSIVELY to show EMOTION, or used in an ABSTRACT way. Artists use the COLOUR WHEEL to decide on which COLOURS to use in their work. Controlling COLOURED PIGMENTS is essential to creating quality artworks.	2. PRACTICE the full range of techniques in each ELEMENT , via activities set by your teacher.
COMPOSITION	The ARRANGEMENT of the SHAPES and OBJECTS in your picture.	There are several theories of COMPOSITION, which help artists to create images that are pleasing to the eye. <i>"Composition is the art of arranging in a decorative manner the diverse elements at the painter's command to express his feelings."</i> - Henri Matisse in "Notes of a Painter."	3. WATCH how artists use the ELEMENTS OF ART : https://www.youtube.com/@KQEDArtSchool
			4. RESEARCH an artist who uses multiple ELEMENTS OF ART in their work.
			5. CREATE a PORTRAIT using a RANGE of TONES in any medium.

PATTERN

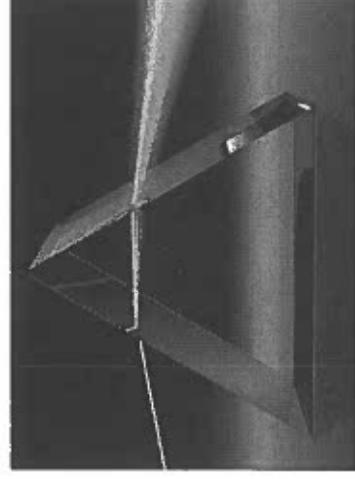
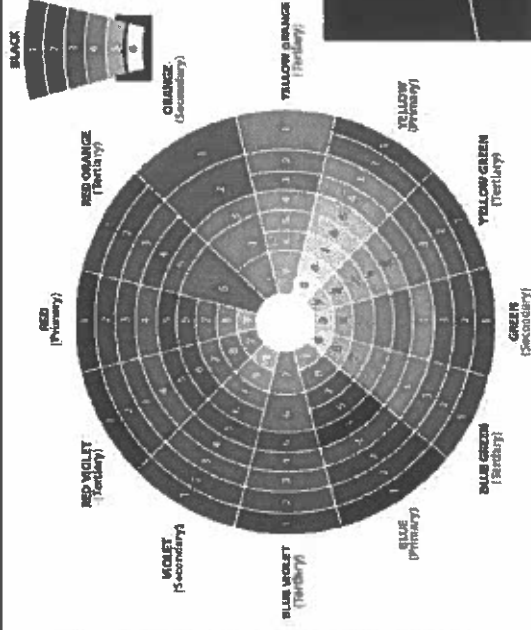
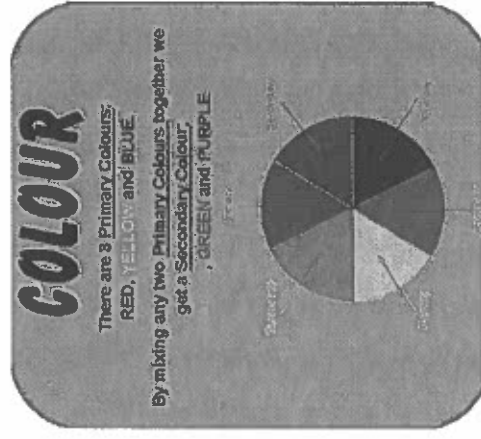


KS3 Art & Design - Year 7 Half Term 3

Summary - Position in the Curriculum

Students will undertake an in-depth study of mark making and colour theory techniques by exploring a range of artists, including Vincent Van Gogh, Henri Matisse and Anni Albers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
COMPLEMENTARY	Colours OPPOSITE each other on the COLOUR WHEEL.	Artists use COMPLEMENTARY colours to create CONTRASTS and define SPACE in their work.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
CONTRAST	The representation of two ELEMENTS of ART in opposite ways.	Areas of LIGHT/ BRIGHT COLOURS or TINTS CONTRAST with areas of DARK/ DULL COLOURS or TONES. CURVED, NATURALISTIC PATTERNS CONTRAST with GEOMETRIC PATTERNS.	1. REVISE the definitions and spelling of the terminology here.
SPECTRUM	The full RANGE of COLOURS created through REFRACTION.	Commonly known as the RAINBOW SPECTRUM, colours range from RED, through to VIOLET.	2. CREATE a COLOUR WHEEL COLLAGE using coloured cut out paper from magazines.
REFRACTION	The SPLITTING of LIGHT into coloured WAVELENGTHS.	ADDITIVE colours are colours mixed through LIGHT REFRACTION. SUBTRACTIVE colours are produced through the mixing of PIGMENT.	3. WATCH this video to learn about how artists use COLOUR: https://www.youtube.com/watch?v=wWW_Ubrk8EW
PIGMENT	Substance that absorbs LIGHT WAVES, reflecting back COLOUR.	The PIGMENT in our skin is called MELANIN. The PIGMENT in a leaf called CHLOROPHYLL.	4. RESEARCH Henri Matisse: https://www.henrimatisse.org/
HUE	Pure COLOUR.	Artists mix HUES into SHADES, also using WHITE and BLACK to create TINTS and TONES.	5. CREATE a BLENDED COLOUR SPECTRUM bar, using all the colours in the COLOUR WHEEL.
HARMONIOUS COLOURS	HARMONIOUS colours sit beside each other on the colour wheel.	These colours work well together and create an image which is pleasing to the eye. HARMONIOUS colours may also be referred to as ANALOGOUS colours. A HARMONIOUS colour scheme uses three to five colours that are beside each other on the colour wheel.	



KS3 Art & Design - Year 7 Half Term 4

Summary - Position in the Curriculum

Students will undertake an in-depth study of various making and colour theory techniques by exploring a range of artists, including Vincent Van Gogh, Henri Matisse and Anni Albers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
RESEARCH	INVESTIGATION of an artist and their TECHNIQUE.	Students undertake RESEARCH into an artist and their TECHNIQUE in order to better understand how and why they worked in a certain way.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
PASTICHE	A copy of an artists' work, or working in their style.	Working in the style of an artist gives us a greater INSIGHT into their working TECHNIQUES, PROCESSES and METHODS. Creating PASTICHES helps us to develop IDEAS based on similar themes to the artist. For example, recreating Van Gogh's landscapes with oil pastels helps us to understand the IMPASTO technique.	1. REVISE the definitions and spelling of the terminology here.
IMPASTO	The technique of LAYERING PAINT thickly, so as it stands out from a surface.	Vincent Van Gogh used the IMPASTO technique to create MARK MAKING in naturalistic PATTERNS.	2. Create a PASTICHE of a Vincent Van Gogh landscape, using colour pencils.
TEXTILE	MATERIAL relating to FABRIC and WEAVING.	Artists use TEXTILES in 3D work to create PATTERNED FABRICS for DISPLAY, FASHION or sometimes IMAGE MAKING. TEXTILES are traditionally WOVEN together.	3. WATCH this video to learn about Vincent Van Gogh: https://www.youtube.com/watch?v=v5VRXbHp3fk
WEAVING	The CRAFT or action of forming FABRIC by INTERLACING THREADS.	ANNI ALBERS made TEXTILES her key form of EXPRESSION. She was inspired by her artist contemporaries, among them her teacher, Paul Klee, and her husband, Josef Albers.	4. RESEARCH Anni Albers: https://www.tate.org.uk/whats-on/tate-modern/anni-albers
			5. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.

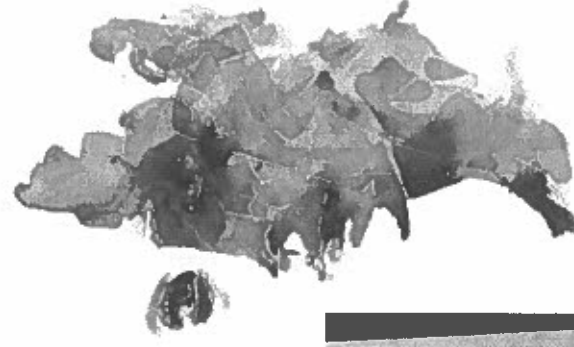
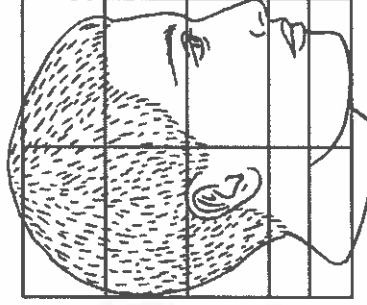
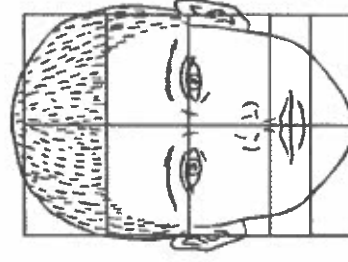


KS3 Art & Design - Year 7 Half Term 5

Summary - Position in the Curriculum

Students will study PORTRAITURE techniques, including PROPORTION, STRUCTURE and VIEWPOINTS.

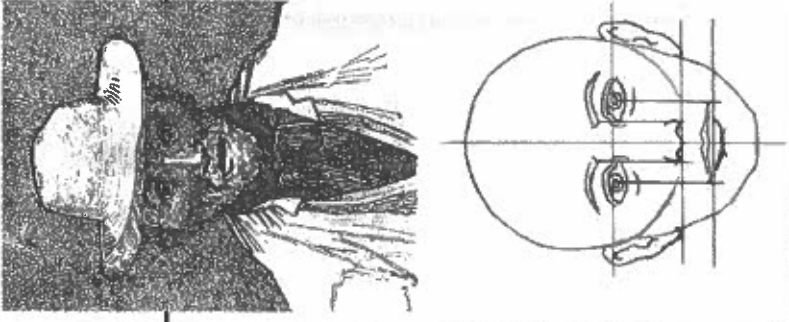
Terminology	Definitions	Core Knowledge	Preparing for Assessment
PORTRAITURE	The art of creating an IMAGE of a person or living creature.	Artists use PORTRAITURE to demonstrate their skill, to EXPRESS feelings and emotions, and to REPRESENT PEOPLE and their IDENTITIES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SYMMETRY	The quality of being made up of exactly similar parts FACING EACH OTHER or around a central LINE or AXIS.	Symmetry gives balance and calmness to an image. It is important in PORTRAITURE to create a realistic depiction of the HUMAN face.	1. REVISE the definitions and spelling of the terminology here.
PROPORTION	How the SIZES of different parts of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and relationships between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISTIC something seems. PROPORTION also describes how the sizes of different parts of a person's face relate to each other.	2. Create a PASTICHE of a famous PORTRAIT, using colour pencils.
FACIAL GUIDELINES	The LINES we use to help MEASURE out facial PROPORTIONS.	Drawing GUIDELINES is about using fundamental & basic GEOMETRICAL SHAPES. Like CUBES, CIRCLES or LINES, to facilitate drawing different POSES & SHAPES. You can also use GRIDING TECHNIQUE.	3. RESEARCH the artist KEHINDE WILEY: https://kehindewiley.com/
FACIAL FEATURES	PARTS of the FACE e.g., eyes, nose, mouth and eyebrows.	The face is divided into: the UPPER THIRD, which runs from your hairline to your brows; the MIDDLE THIRD, which extends from the brow to your nose tip; the LOWER THIRD, which runs from the nose tip to the narrowest part of your chin.	4. RESEARCH the art of PORTRAITURE: https://www.tate.org.uk/art/art-terms/p/portrait
			5. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.



KS3 Art & Design - Year 7 Half Term 6

Summary - Position in the Curriculum

Students will study PORTRAITURE techniques, including PROPORTION, STRUCTURE and VIEWPOINTS.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
IDENTITY	To explore the CHARACTERISTICS that determine our PERSONAL and SOCIAL construct.	They construct a SENSE of who we are as INDIVIDUALS, as a SOCIETY, or as a NATION. They question STEREOTYPES and CONVENTIONS while EXPLORING ATTRIBUTES such as GENDER, SEXUALITY, RACE, NATIONALITY and HERITAGE.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SYMBOLISM	The REPRESENTATION of SUBJECTS or IDEAS by use of a DEVICE or MOTIF to create underlying MEANING.	A LITERARY and ARTISTIC MOVEMENT that originated in FRANCE and spread through much of Europe in the LATE NINETEENTH CENTURY.	1. REVISE the definitions and spelling of the terminology here.
PASTICHE	PASTICHE art uses the DISTINCT imagery or STYLE of ANOTHER ARTWORK, while still INFUSING the artist's OWN STYLE.	This allows artists to CELEBRATE the great artists in ART HISTORY. Gaining INSPIRATION from the artists STYLE/ TECHNIQUE while improving own Art skills.	2. Create a PASTICHE of a famous PORTRAIT, using colour pencils.
			3. RESEARCH the photographer STEVE MCCURRY: https://www.stevemccurry.com/portraits
			4. RESEARCH the art of PORTRAITURE: https://www.tate.org.uk/art/art-terms/p/portrait
			5. CREATE a PORTRAIT COLLAGE using FACIAL FEATURES taken from magazines.

Performing Arts

Drama - Half Term 1 -TOPIC BASICS Still Image, Role Play, Thought Tracking

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 the students will undertake group activities, understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Still Image	All actors freeze like a photograph; showing body language & facial expressions	A still image is a frozen picture that tells a story that uses space, levels, facial expressions, body language and gestures.	1. <i>What mustn't you do when performing a still image?</i>
Thought Tracking	A character tells the audience what they are thinking	When a character steps out of a scene to address the audience about how they are feeling, sharing their thoughts to give the audience a deeper insight into the character.	2. <i>Who must you face whilst thought tracking?</i>
Freeze Frame	Can be used at the end of a performance to show the audience that you are finished.	Showcased at the very end of the scene to enable the audience to understand the performance has come to an end.	3. <i>Why is important to freeze at the end of a scene?</i>
Role Play	Act out or perform the part of a person or character by pretending to behave as someone else and react in a way the person would and you're not yourself.	To role play a different character you need to change your behaviour to show the different role you are playing by using facial expressions, body language and gestures as well as changing your voice to show you are not yourself.	4. <i>When performing a role play how can you show that you are playing a role and not playing yourself?</i>
Improvisation	Creating a performance from scratch	A form of live theatre which shows the story, characters and what is spoken within a scene to tell a story that has been made up in the moment. Actors must not block each other, must not say yes or no, by helping the other actor with coming up with other ideas to help develop the scene.	5. <i>What are the rules of improvisation?</i>

Still Image	Thought Tracking	Freeze Frame	Role Play	Improvisation Starters
				

Drama - Half Term 2 - TOPIC BASICS Characterisation, Stereotypes and Physical theatre

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate to others. In HT1 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work. In HT2 the students will explore through their knowledge of different situations by apply their performance skills to develop characterisation playing a character as well as playing characters that are stereotypical as well as exploring physical theatre.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Characterisation	Characterisation is performing a character's physical traits (how a character looks), their point of view, personality, their thoughts, and actions.	Characterisation is playing a person that is not you. When playing a character an actor can change their voice, posture and the way they walk to mimic someone else. They will take on another person's thoughts and actions as well as how that person speaks and talks, for example the character may have a stutter where you as yourself don't.	1. <i>What is the meaning of a character and how can you show that you are playing someone else in a scene?</i>
Stereotypes	A stereotype is a generalised view of a group of people.	Stereotypical is peoples fixed thoughts and beliefs of particular groups of people, individuals or behaviour that they may have for example a teenager will be seen as always on their phones, loud and rebellious. This is a fixed general image or set of characteristics that a lot of people believe represent a particular type of group or person.	2. <i>What is Stereotypical and can you give an example of a stereotype?</i>
Physical Theatre	Physical theatre is a style of performance where physical movement is the main focus for telling a story	Physical theatre is telling a story through your body. It is also used to create objects on stage rather than using props the body becomes the prop. Physical theatre uses movement, mime, body language and gestures to tell a story.	3. <i>What is physical theatre and how is it used in drama?</i>
Role Play	Act out or perform the part of a person or character by pretending to behave as someone else and react in a way the person would and you're not yourself.	To role play a different character you need to change your behaviour to show the different role you are playing by using facial expressions, body language and gestures as well as changing your voice to show you are not yourself.	4. <i>What is role play and how is it used in drama?</i>
Improvisation	Creating a performance from scratch.	A form of live theatre which shows the story, characters and what is spoken within a scene to tell a story that has been made up in the moment. Spontaneous is when you make up the scene on the spot and prepared is where you practice and prepare before you perform.	5. <i>What is the difference between prepared improvisation and spontaneous improvisation?</i>

Characterisation 	Stereotypical 	Physical Theatre 	Role Play 	Improvisation
-----------------------------	--------------------------	-----------------------------	----------------------	--------------------------

Drama - Half Term 3 -TOPIC Introduction to Oliver Twist, Victorian London and Character Analysis

Summary- Position in the Curriculum

In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 the students will be introduced to the play *Oliver Twist* where they will apply all that they have learnt so far by apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Oliver Twist	Oliver Twist was written by Charles Dickens in 1838 and was inspired by an orphan who worked in child labourer in a Cotton Mill	Oliver Twist is about an Orphan boy who starts his life in an orphanage and his struggle in the time of Victorian London. It tells the story of the poor in Victorian times and the struggles they face.	1. Who wrote <i>Oliver Twist</i> and what is the play about?
Victorian London	Victorian London was known as the Victorian era in which Queen Victoria reigned.	London had major problems with overcrowding and poverty. There was a big gap between the rich and the poor.	2. Describe what Victorian London was like?
Character Analysis	A character Analysis is an exploration of the personality and characteristics of a character within a story	What are the characters physical appearance, personality and back ground, where have they come from. What are the conflicts the character experiences and how does the character deal with them. What is the meaning behind the characters actions and what do they do?	3. What are some of the characteristics of <i>Dodger</i> and <i>Oliver</i> ?
Oliver Twist	Oliver Twist is an orphan and a main character in the play <i>Oliver Twist</i>	Oliver Twist is an innocent and vulnerable character who has been treated harshly by those around him. Oliver is an orphan whose mother died when giving birth to him.	4. What is <i>Oliver's</i> role in the play?
Artful Dodger	Dodger is a pickpocket and works for Fagin he is also known as Jack Dawkins or the Artful Dodger	Dodger is a streetwise boy who introduces the protagonist Oliver to Fagin who is a thief and has a gang of children who work for him as thieves and pickpockets.	5. What is the difference between <i>Oliver</i> and <i>Dodger</i> ?

Oliver Twist	Victorian London	Character Analysis	Oliver Twist	Artful Dodger
				

Drama - Half Term 4 -TOPIC Development of Oliver Twist, Monologues, Tension, Slow Motion and Teacher in Role

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 the students were introduced to the play *Oliver Twist* where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understanding the social and historical context of Victorian London. In HT4 students will develop the different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Monologues	A monologue is a long speech by one person in a play who talks to the audience.	A monologue should last for one minute or more and the character talks about their thoughts and feelings.	1. What is a monologue and how long should they last?
Teacher In Role	Teacher in role is where a teacher takes on a role or character within the play	Teacher in role is a drama technique where the teacher plays a character in the play with the students playing other characters.	2. What is teacher in role and how is it used?
Tension	Tension helps to build and create atmosphere for the audience and create suspense.	Tension creates an atmosphere of knowing when something will happen, not knowing who it will happen to, not knowing why it is happening and this can be created by slow motion, lighting and music	3. What is tension and how can it be created on stage? What can we use?
Status	A position in society	The level of power that a character has within society showing their strength or weakness dependent on their background, job or wealth and how in Victorian times it was the bases of the class system.	4. When exploring <i>Oliver Twist</i> can you put the characters in the level of status they have in society?
Slow Motion	Slow motion is any movement or gesture that is slowed down.	Slow motion is used in drama to show a dramatic event or create tension by slowing the action. Slow motion can be shown through the use of body and action.	5. What is slow motion and why is it used?

Monologue	Teacher in Role	Tension	Status	Slow Motion
				

Drama - Half Term 4 - TOPIC Development of Oliver Twist, Monologues, Tension, Slow Motion and Teacher in Role

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 the students were introduced to the play *Oliver Twist* where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London. In HT4 students will develop the different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Monologues	A monologue is a long speech by one person in a play who talks to the audience.	A monologue should last for one minute or more and the character talks about their thoughts and feelings.	1. What is a monologue and how long should they last?
Teacher In Role	Teacher in role is where a teacher takes on a role or character within the play	Teacher in role is a drama technique where the teacher plays a character in the play with the students playing other characters.	2. What is teacher in role and how is it used?
Tension	Tension helps to build and create atmosphere for the audience and create suspense.	Tension creates an atmosphere of knowing when something will happen, not knowing who it will happen to, not knowing why it is happening and this can be created by slow motion, lighting and music	3. What is tension and how can it be created on stage? What can we use?
Status	A position in society	The level of power that a character has within society showing their strength or weakness dependent on their background, job or wealth and how in Victorian times it was the bases of the class system.	4. When exploring <i>Oliver Twist</i> can you put the characters in the level of status they have in society?
Slow Motion	Slow motion is any movement or gesture that is slowed down.	Slow motion is used in drama to show a dramatic event or create tension by slowing the action. Slow motion can be shown through the use of body and action.	5. What is slow motion and why is it used?

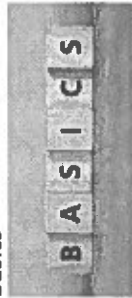
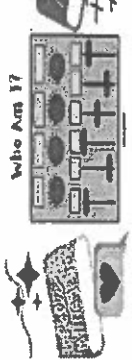
Monologue	Teacher in Role	Tension	Status	Slow Motion
				

Drama - Half Term 5 -TOPIC Knowing Oneself and Resilience

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 and HT4 the students were introduced to the play *Oliver Twist* where they applied all that they have learnt so far apply both their performance skills as well as the drama techniques to explore the play as well as understand the social and historical context of Victorian London through the development of different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama. In HT5 students will understand their self and the world around them.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Basics	The basics is what we need in life to cope with everyday living	The basics we need to live are: Housing, being safe, healthy diet, exercise and fresh air, enough sleep, play and leisure and money to live.	1. Why is the basics important and how does it help us in everyday life?
Belonging	Belonging is a sense of fitting in.	To belong is feeling like you are an important member of a group and know that you are valued and respected and cared for by that group.	2. Can you list those groups of people you belong to?
Learning	Learning is the process of acquiring new understanding, knowledge, behaviours, skills and values.	Learning is the acquiring of knowledge so that we can understand and acquire skills by instruction or study.	3. Why is learning important and how can we use what we learn?
Coping	Coping means to invest one's own conscious effort, to solve personal problems.	Coping is to deal with and attempt to overcome problems and difficulties that we face in our everyday lives by adjusting to the demands that we find ourselves in.	4. How do we cope when we have a problem what do you do?
Core self	Core self is our values and personality	Core self is our inner voice (Who we are) our true self our emotions, thoughts and memories.	5. What is slow motion and why is it used?

Basics		Belonging		Learning		Coping		Core self	
---------------	---	------------------	---	-----------------	---	---------------	--	------------------	---

Drama - Half Term 6 -TOPIC What Has Happened to Sam

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well as self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 and HT4 the students were introduced to the play *Oliver Twist* where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London through the development of different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama. In HT5 students explored their selves and the world around them and in HT6 the students will use this information of themselves to investigate two case studies of the disappearance of Sam and use their deductive skills to critically think and draw conclusions from the evidence given to them in the two case studies by using the drama technique of mantle of Expert as the students take on a role as a professional person involved in the case.

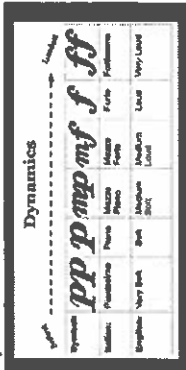
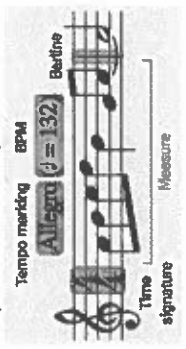
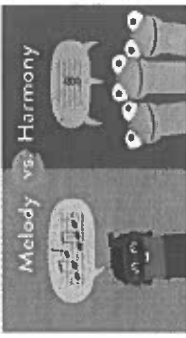
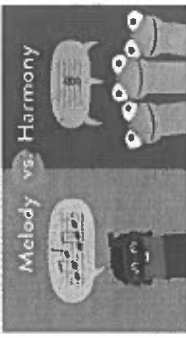
<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Investigate	To carry out a systematic or formal enquiry to discover and examine the facts of the case study	To explore and to find out what has happened by examining the evidence that has been given and to question using the five W's the given circumstances, who, what, where, why and when.	1. What does investigation mean and how can we use it in Drama?
Interview through Hot seating	A one-to-one conversation between an interviewer and an interviewee. The interviewer asking questions	An interview is just like hot seating where someone asks another person questions to gain information about the event or incident and to gather evidence to help in finding out more details.	2. Why is interviewing or hot seating important in drama and why do we use it?
Mantle of Expert	Mantle of Expert is a drama technique where the students take on the role of an expert in a fictional world	The Mantle of expert is used in drama to enable the students to become experts in a professional field for example to become teachers, police officers and social workers using imaginative role play to explore an issue.	3. What is Mantle of Expert and how is it used in drama?
Case study	Case study is a detailed study of a specific subject, such as a person, group, place or event.	A case study is an in-depth detailed examination of a particular case within a real- world context	4. What does the case study of Sam tell us?
Deducting skills	Deductive skills involve the ability to identify logical relationships between facts and to draw conclusions from them	Deductive skills are used to make informed decisions on the information you have about the situation and event by considering all of the facts you have been given.	5. Why are deductive skills important when trying to solve a mystery?

Investigate 	Interview/Hot seating 	Mantle of Expert 	Case study 	Deducting Skills 
---	---	--	---	--

Music - Half Term 1- Elements of Music and Music Theory

Summary- Position in the Curriculum

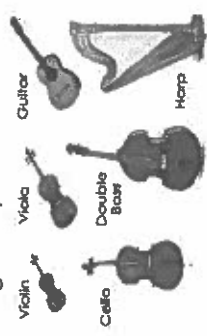
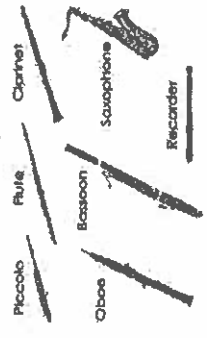
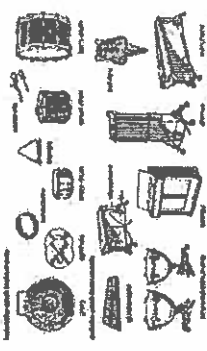
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7.. The students will recap and revisit what they know and build on their musical skills of listening, singing and performing. In HT1 students will explore what is music and how is music made through listening, singing, composing and performing. The students will focus music theory being able to work out and read notation, play an instrument, by playing and composing melodies and singing as a class. The students will explore and develop their understanding of the building blocks of music which are the elements of music and be able to apply their understanding through listening to different pieces of music which will develop their skills in listening. Students will apply the development of the technical ability to identify the use of musical elements through understanding of the meaning and purpose of music being listened to. Composition: To Develop understanding of composition through one of/a combination of: 'Song' Writing (with or without lyrics), playing chord sequences from a range of familiar songs as compositional models and to compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. Performance to develop instrumental performances.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Dynamics	The Volume in music e.g. Loud (Forte) & Quiet (Piano).	The dynamics of the music is how loud or quiet the music is as well as the duration which is the length of notes, how many beats they last for. Can link this to the time signature and how many beats in the bar.	Revision and self-study questions are below. Answer 1 per week for Self-Study, 1. What is dynamics and how is it used in a piece of Music?
Rhythm and Tempo	Tempo is how fast or slow a piece of music is performed, while rhythm is the placement of sounds in time, in a regular and repeated pattern.	The effect created by combining a variety of notes with different durations. The speed of the music for example, fast (Allegro), Moderate (Andante), & slow (Lento / Largo). Tempo generally is measured as the number of beats per minute, where the beat is the basic measure of time in music.	2. What is tempo and rhythm and what is the difference between the two?
Structure and Instrumentation	Structure is the overall plan of a piece of music Instrumentation is what instruments are used	The structure of a song or piece of music for example, Ternary ABA and Rondo ABACAD, verse/chorus. Instrumentation the instruments that are to be used which can be a combination of instruments that are used, consider articulation and timbre. Example staccato, legato, pizzicato.	3. What is instrumentation and how can it be used in a piece of music you have listened to?
Melody and Harmony	Melody is the effect created by combining a variety of notes of different pitches. Harmony is how notes are combined to build up chords. Consider concords and discords.	Melody is the consideration of the movement example the steps, skips, leaps of the music Metre – The number of beats in a bar example 3/4, 6/8 consider regular and irregular time signatures example 4/4, 5/	4. What is a melody in a piece of music and how is harmony used?
Texture, Timbre and Tonality	Texture is the different layers in a piece of Music how thick, thin the sound is. Timbre is the tone quality of the music. Tonality is the key of a piece of music	Texture – The different layers in a piece of Music example polyphonic, having two or more parts each having a melody and monophonic having a single melody line. Timbre the tone quality of the music, the different sounds made by the instruments used.	5. What is the difference between polyphonic and monophonic?
Dynamics			
		Structure and Instrumentation	Melody and Harmony
			
			Texture, Timbre and Tonality

Music - Half Term 2- Instrument of the Orchestra and Music Theory

Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. The students will recap and revisit what they know and build on their musical skills of listening, singing and performing. In HT1 students explored what is music and how is music made through listening, singing and performing. The students focused on music theory starting to work out and learn how to read musical notation, playing an instrument, by playing and thinking about how composing melodies are created and singing as a class. The students explored and developed their understanding of the building blocks of music which are the elements of music and applied their understanding through listening to different pieces of music being developed their skills in listening. Students applied the development of their technical ability to identify the use of musical elements through understanding the meaning and purpose of music being listened to. In HT2 students will understand the different instruments in the orchestra and know how to distinguish the sound of each instrument family and the difference between in instrument within that family through listening and appraising the timbre and tonal quality of each sound of the instruments. Student will also learn the rhymes for both the treble clef and the bass clef and be able to work out the notes on the staff and the value of the different notation. They will also play the music piece Ode of Joy using their right hand and their left hand on the piano.

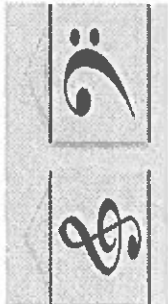
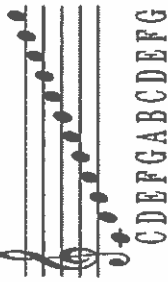
Terminology	Definitions	Core Knowledge	Preparing for Assessment		
String family	A stringed instrument is an instrument that has strings and when they are touched or struck, they make a sound.	The strings are the largest family of instruments in the orchestra, and they come in four sizes: the violin, which is the smallest, viola, cello, and the biggest, the double bass, sometimes called the contrabass.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What are the four sizes of the string instruments?		
Woodwind	The woodwind instruments belong to and relate to a group of pipe-shaped musical instruments that are played by blowing through one end or across a hole near one end: woodwind instrument The clarinet, flute, saxophone, and bassoon are all woodwind instruments.	Woodwind instruments is one of a group of musical instruments including flutes, clarinets, oboes, bassoons a. The woodwind family of instruments includes, from the highest sounding instruments to the lowest, the piccolo, flute, oboe, English horn, clarinet, E-flat clarinet, bass clarinet, bassoon and contrabassoon.	2 What is the highest sounding instrument of the woodwind family?		
Brass Family	The brass family of instruments that are most commonly used in the orchestra include the trumpet, French horn, trombone, and the tuba.	The brass instruments work. Like woodwinds, brass instruments are part of the wind instrument category, with the most common being trumpet, cornet, flugelhorn, trombone, tuba, euphonium, baritone horn, alto (tenor) horn and French horn. the Trumpet is the smallest member of the family and plays the highest pitches with its bright and vibrant sound.	3. List all of the brass instruments from the highest sound to the lowest sound?		
Percussion	Percussion instruments are any instruments that makes a sound when it is hit, shaken, or scraped.	The most common percussion instruments in the orchestra include the timpani, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, gongs, chimes, celesta, and piano	4. What are the names of all percussion instruments and how are they played?		
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on an instrument. is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, Good boys deserve football always and in the space All cows eat grass.	5. What are the rhymes that we use to work out the notes on a treble clef and the bass clef?		
String Family		Woodwind Family 	Brass Family 	Percussion 	Treble Clef and Bass Clef 

Year 7 Knowledge organiser

Music - Half Term 3- Music Theory Pitch Notation, Instrumental and Singing Skills

Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 and HT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 Student will continue to recall music theory and pitch notation. They will explore instruments from Japan and Africa, and they will sing an African song as well as and being able to play the Japanese song of Sakura and to practice their keyboard skills through the use of scales and different pieces of music using different instruments to play the pieces of music.

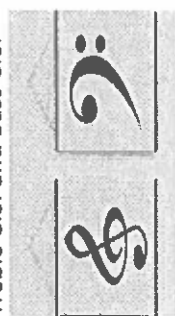
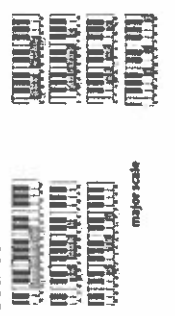
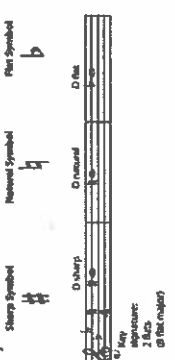
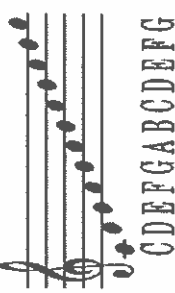
<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>																				
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on an instrument is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, good boys deserve football always and in the space All cows eat grass.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. Can you write down each of the rhymes for both the treble clef and the bass clef?																				
Koto	The koto is a type of Japanese zither, is the most popular Japanese musical instrument. The character [琴], read as 'koto', is used to refer to the Japanese zither. The koto was introduced from China, and as a standard, has 13 strings.	The koto has a unique sound that is similar to a harp and also a guitar. It is plucked like a harp or like hand picking on a guitar. The movable bridges produce dynamic scales.	2 Where does the Koto come from and what is the instrument similar to?																				
Balafon	The balafon is a gourd-resonated xylophone, a type of struck idiophone.	The Balafon is believed to have been developed in the 12th century in the Southern Africa region during the rise of the Mali Empire. 1	3. What is the Balafon instrument and where did it originate from?																				
Notes and Dotted notes and their values	Semi-breve worth 4 beats Minim worth 2 beats Crotchets worth 1 beat Quaver worth ½ a beat and semi quaver worth ¼ a beat.	A dotted note is whatever the note value is and then add half of the value. For example; a minim that is worth 2 beats and with the dot you add a half of what the note is worth, and the value of a dotted minim is 3 beats.	4. What is the value of the dotted notes for a crotchets, a quaver and a semi-quaver?																				
Stave	A stave is five horizontal lines that indicate the pitch of musical notes with the help of a clef. Which is either a treble clef or a bass clef	In Western musical notation, the staff, also occasionally referred to as a pentagram, is a set of five horizontal lines and four spaces that each represent a different musical pitch. Each one of these five lines corresponds to the pitch represented by the clef. The musical notes on a stave are A, B, C, D, E, F, and G.	5. What is a stave and how is it used in music?																				
Treble Clef and Bass Clef		Koto 	Balafon 																				
Notes and Dotted Notes		<table border="1"> <thead> <tr> <th>Note</th> <th>Beats</th> <th>Note</th> <th>Beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>4 beats</td> <td></td> <td>6 beats</td> </tr> <tr> <td></td> <td>2 beats</td> <td></td> <td>3 beats</td> </tr> <tr> <td></td> <td>1 beat</td> <td></td> <td>1 ½ beats</td> </tr> <tr> <td></td> <td>½ beat</td> <td></td> <td>¼ beat</td> </tr> </tbody> </table>	Note	Beats	Note	Beats		4 beats		6 beats		2 beats		3 beats		1 beat		1 ½ beats		½ beat		¼ beat	Stave 
Note	Beats	Note	Beats																				
	4 beats		6 beats																				
	2 beats		3 beats																				
	1 beat		1 ½ beats																				
	½ beat		¼ beat																				

Music - Half Term 4- Music Theory Pitch Notation, Instrumental and Singing Skills

Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 and HT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 Student will continue to recall music theory and pitch notation. They will explore instruments from Japan and Africa and they will sing an African song as well as and being able to play the Japanese song of Sakura and to practice their keyboard skills through the use of scales and different pieces of music using different instruments to play the pieces of music.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on an instrument is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, good boys deserve football always and in the space All cows eat grass.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. Draw a staff with a treble clef and then with a bass clef putting and labelling the notes on each of the lines and in the spaces? 2. What major scale has no black notes in it when playing the scale? 3. Draw all of the symbols you know and write what they mean on a piece of music? 4. What is the value of the dotted notes for a crochet, a quaver and a semi-quaver? 5. What is a staff and how is it used in music?
Scales	In music theory, a scale is any set of musical notes ordered by fundamental frequency or pitch. C major scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.	The C major is a major scale based on C, consisting of the pitches C, D, E, F, G, A, and B. C major is one of the most common keys used in music. As there are no sharps or flats within the scale however the G major scale has one black note in the scale which is a F# and the F major has one black note in the scale which is a Bb.	
Symbols in Music	Composers use a range of signs and symbols to show how they want their music to be played.	Some of the symbols and signs are 4/4 which gives the musician how many beats to a bar which shows that the note is a black note and is sharpened, b which is again a black note that is flat.	
Notes and Dotted notes and their values	Semi-breve worth 4 beats Minim worth 2 beats Crochet worth 1 beat Quaver worth 1/2 a beat and semi quaver worth 1/4 a beat.	A dotted note is whatever the note value is and then add half of the value. For example; a minim that is worth 2 beats and with the dot you add a half of what the note is worth, and the value of a dotted minim is 3 beats.	
Staff	A staff is five horizontal lines that indicate the pitch of musical notes with the help of a clef. Which is either a treble clef or a bass clef	In Western musical notation, the staff, also occasionally referred to as a pentagram, is a set of five horizontal lines and four spaces that each represent a different musical pitch. Each one of these five lines corresponds to the pitch represented by the clef. The musical notes on a staff are A, B, C, D, E, F, and G.	

Treble Clef and Bass Clef	Scales	Symbols of music	Notes and Dotted Notes	Stave																				
	 major scale	 Sharp Symbol # Flat Symbol b Natural Symbol $\natural$ D sharp D flat B flat B natural D natural to key signature: 2 flats @ flat major	<table><thead><tr><th>Note</th><th>Beats</th><th>Note</th><th>Beats</th></tr></thead><tbody><tr><td></td><td>4 beats</td><td></td><td>6 beats</td></tr><tr><td></td><td>2 beats</td><td></td><td>3 beats</td></tr><tr><td></td><td>1 beat</td><td></td><td>1 1/2 beats</td></tr><tr><td></td><td>1/2 beat</td><td></td><td>1/4 beat</td></tr></tbody></table>	Note	Beats	Note	Beats		4 beats		6 beats		2 beats		3 beats		1 beat		1 1/2 beats		1/2 beat		1/4 beat	 CDEFGABDEFG
Note	Beats	Note	Beats																					
	4 beats		6 beats																					
	2 beats		3 beats																					
	1 beat		1 1/2 beats																					
	1/2 beat		1/4 beat																					

Music - Half Term 5- Film Music and Film Music Composition

Summary- Position in the Curriculum

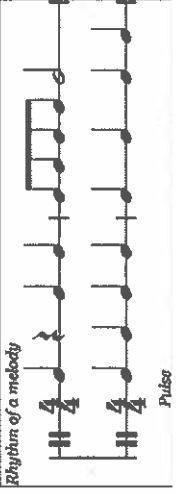
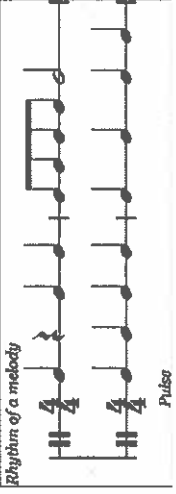
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 and HT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 and HT4 Continued studying music theory and pitch notation, explored instruments from Japan and Africa singing and playing both Japanese song and African song and practiced their keyboard skills. In HT5 students explore their understanding of film music through listening, appraising, performing and creating.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Film Music History	Films were not what we are used to, with well composed soundtracks and music that enhances the picture. It was first a silent film with no sounds with some music playing along with it.	Film scores include the use of these two compositional devices called Motif and Leitmotif. These devices began to be explored since the Baroque era, were used by many classical composers and are now crucial elements for a successful film score. Both the motif and leitmotif have very similar purpose but have different focus in the films.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. Describe the first films.
Leitmotif and Motif	Film music is filled with motifs and leitmotifs, these create the unique sound that helps us recognize the name of the film.	Motif: This is a short melodic/musical phrase of specific importance. This would normally represent the overall theme of the music for the film. Leitmotif: This is a short melodic/musical that represents a person, mood, place, event or idea. The leitmotif will always play when any of the above are shown on the film. The motif focus is the music theme for the film whereas the leitmotif focuses on something specific.	2. What is a Leitmotif in a film and give me an example of a leitmotif in a film you have watched?
Diegetic Music and Non-diegetic Music	Diegetic Music is music that the characters and the audience can hear. Non-diegetic Music is music that only the audience can hear, this enhances the dramatic effect of the film.	Diegetic Sounds: These are sounds that both the character and audience can hear, these are created by the sound designers.	3. What is the difference between Diegetic and non-diegetic in a film?
Film Music industry	The film music industry is a very interesting job roles include Musician, Composer, Conductor, Sound Engineer and Sound Designer	Musician: The person playing the music on any instrument. Sound Designer: Called Foley artists, they create unique sounds using many materials. Composer: They compose the music for the film Sound Engineer: In charge of setting up microphones and managing the mixing desk Conductor: Guide the orchestra through the music as they watch the film.	4. Write down all the roles that would work in the film industry?
John Williams	John Towner Williams born February 8, 1932, is an American composer and conductor.	Possibly one of the most prolific film composers of all time. He has written music for over a hundred films. He's particularly known for his huge orchestral pieces.	5. Name a famous film composer.
Film Music History	Leitmotif and Motif 	Diegetic Music and Non-diegetic 	Film music Industry 
			John Williams

Music - Half Term 6- Film Music and Film Music Composition

Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 and HT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 and HT4 Continued studying music theory and pitch notation, explored instruments from Japan and Africa singing and playing both Japanese song and African song and practiced their keyboard skills. In HT5 students explored their understanding of film music through listening, appraising and performing and in HT6 students will create and compose their own film piece of music.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Underscore	The principal part of a film soundtrack, typically instrumental.	In film music, an underscore refers to the background music that plays softly beneath dialogue and action, enhancing the emotional impact and atmosphere of a scene.	Revision and self-study questions are below. 1. <i>When would you hear underscore in a film?</i>
Hans Zimmer	Hans Florian Zimmer born 12 September 1957 is a German film composer and music producer.	Recognised for his work on films like Inception, Gladiator, and The Dark Knight series.	2. <i>Where and when was Hans Zimmer born?</i>
Elements of Music	Elements of music are the building blocks a composer uses to create his piece it is the toolbox for creating music.	Elements of music include timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The musical elements are the "composer's toolbox" as it helps the composer know what instruments are to be used, the tempo, and melody of the piece as well as the other element will be used.	3. <i>Why is using the elements of music important when creating a piece of music?</i>
Composing Melody and Harmony	The four basics of music composition are melody, harmony, rhythm, and form.	The melody is the most important element in music composition as it is the main tune that is played or sung in a piece of music. A good melody is catchy, memorable, and easy to sing along with. Harmony is the element that supports the melody in music composition. It adds depth and richness to a melody, and it creates a sense of tension and release in a song.	4. <i>Why is melody important in music composition and how does harmony support melody in music composition?</i>
Rhythm, and Form	Rhythm creates the foundation of a song, and it sets the pace and mood of the music. Form is the structure of a piece of music.	Rhythm is the element that gives music its groove and feel. It is the pattern of beats and accents in a piece of music. Form can be as simple as a verse-chorus structure or as complex as a symphony. Form gives a piece of music its shape and direction.	5. <i>What is the role of rhythm in music composition?</i>
Underscore			
Underscore			

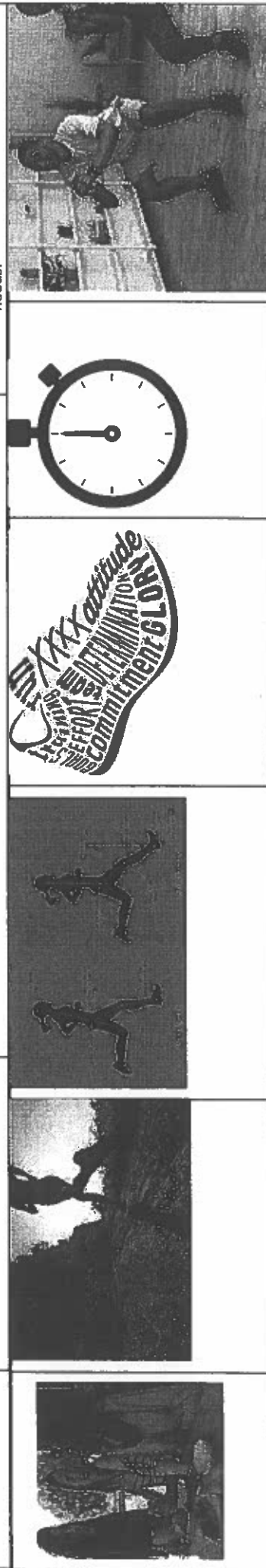
PE

Yr 7 Theoretical Understanding- Term 1

Health and Well-Being

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of health and well-being. Students will be able to identify the physical, mental and social benefits of taking part in sporting activities and how this can affect everyday life. Through physical health, students will be able to identify the positive effects exercise has on the body and how this can affect sports performance. Students will understand the mental benefits and how performing in sport can prevent mental health. Students will then focus on social well-being understanding the benefits that sport have on a persons, communication, co-operation and ability to be a part of a team to gain success. This will also focus on personal development developing personal development being resilient to all challenges.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Physical Health and Well-being	Free from injury or illness, with all body systems functioning effectively, and being able to cope the demands of daily life.	Improves Heart Function Improves efficiency of the body systems Reduces the risk of some illness Able to do everyday tasks To Avoid Obesity Reduces stress/tension Release of feel-good hormones (Serotonin) Able to control emotions	At the end of term 1 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge linking it back to the definition and key term. The assessment will be in the form of multiple choice and short answered questions.
Mental Health and Well-being	Ability to cope with stress, manage emotions and contribute positively to the community. Ensure that you feel good about yourself, have high self esteem and enjoy life.		
Social Health and Well-being	Ability to maintain healthy relationships, feel connected to others and participate in social activities without stress or anxiety.	Opportunities to socialise/ make friends Co-operation Teamwork Have essential Human Needs	
Fitness	The ability to meet the demands of the environment	Improves Fitness Reduces the chances of injury Can aid in the physical ability to work	1. Identify the different types of Health and Well-Being. 2. Understand what a sedentary lifestyle is? 3. Understand the differences between physical, mental and social well-being. 4. Identify two benefits of leading a positive lifestyle. 5. Understand how people can have different fitness levels to suit their needs.
Sedentary Lifestyle	A lifestyle characterised by a lack of physical activity and excessive sitting.	Consequences of a sedentary lifestyle- Weight gain/obesity, Heart disease, Hypertension, Diabetes, Poor Sleep, Poor self-esteem, lethargy.	

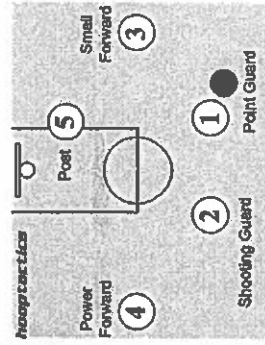


BASKETBALL – YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Lesson 1: Dribbling	Dribbling involves bouncing the ball repeatedly with one hand while moving around the court.	Control the ball with fingertips, keeping it low and close to the body. Use the non-dribbling hand to protect the ball and shield it from defenders. Practice changes of pace and direction. Develop awareness of teammates and defenders to maintain possession.	What is dribbling in basketball? Describe the correct technique.
Lesson 2: Passing	Passing in basketball involves transferring the ball to a teammate using 3 passing techniques.	- Chest pass: Using two hands, push the ball directly from the chest towards the target. Bounce pass: Bounce the ball off the floor towards the teammate's waist level. Overhead pass: Use both hands to pass the ball over the head.	List and describe three types of passes used in basketball.
Lesson 3: Shooting	Shooting in basketball is the act of gaining advantage by successfully propelling the ball towards the hoop.	Shooting stance: Feet shoulder-width apart, knees bent, and body facing the hoop. Shooting technique: Using one hand to release the ball with a flick of the wrist and follow-through. Aim for the back of the rim or the square on the backboard. - Practice shooting from different spots on the court.	What are the key components of shooting technique in basketball?
Lesson 4: Defence	Defence in basketball involves preventing the opposing team from scoring.	Defensive stance: Bend knees, stay low, and keep hands active to deflect passes and shots. Anticipate opponent's moves and position to cut off driving lanes. Close out on shooters to contest shots without fouling. Communicate with teammates to switch and help defensively.	Describe the role of a defender in basketball.
Lesson 5: Rebounding	Rebounding in basketball is the act of retrieving the ball after a missed shot, requiring positioning, timing, and determination to secure possession for one's team.	Boxing out: Establishing position between the opponent and the basket to gain rebounding advantage. Timing: Jumping at the right moment to grab the ball at its highest point. Secure the ball with two hands and pivot away from defenders. - Outlet pass to start the fast break.	How do players secure rebounds in basketball?
Lesson 6: Player Positions	Understanding player positions in basketball helps in organising offensive and defensive strategies.	- Only allowed in the key for 3 seconds, be aware of use of space on the court. If attacking the basket, one person dribbling and 2 as wings to give options. Cutting the key for other players to give the person with the ball even more options for passing.	What are the main responsibilities of each player position in basketball?

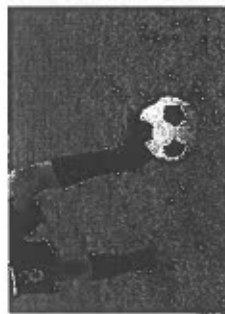


FOOTBALL – YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Dribbling	Dribbling in football involves using footwork to control the ball while moving across the field.	The importance of dribbling, it enables players to evade defenders and advance towards the opponent's goal. How to dribble - Control the ball with the inside and outside of the foot. Keep the ball close to the body to maintain possession.	Describe the technique of dribbling in football.
Passing	Involves transferring the ball between teammates using various techniques such as short passes, long passes.	- Short pass: Use the inside of the foot to pass the ball accurately to a nearby teammate. Long pass: Use the instep to pass the ball over a longer distance with accuracy.	Explain the types of passes used in football and when to use each.
Ball Control	Refers to the ability to receive, trap, and manipulate the ball effectively.	- Control the ball with various surfaces of the foot, sole, and outside. - Cushion the ball upon receiving to absorb its momentum.	How do players control the ball in football?
Shooting	Shooting in football is the act of kicking the ball towards the opponent's goal with the intention of scoring points.	Shooting stance: Plant the non-kicking foot beside the ball, with the body facing the target. Shooting technique: Strike the ball with the instep for accuracy and power, following through towards the target.	What are the key components of shooting technique in football?
Defending	Defending in football involves preventing the opposing team from scoring by intercepting passes, blocking shots and marking.	- Defensive stance: Bend the knees, stay low, and keep the body between the opponent and the goal. - Anticipate opponent's movements and position to cut off passing lanes Consider how you can defend the ball from opposition, use body positioning to shield the ball from defenders	Describe the role of a defender in football.
Player Roles	Understanding player roles in football helps in organising effective offense and defense.	- Defenders: block shots, and intercept passes to prevent opponents from scoring. - Midfielders: Control possession, distribute the ball, and support both defensive and attacking plays. - Attackers: Create scoring opportunities, finish attacks, and pressure opponents' defenses to create openings for goals.	What are the main responsibilities of each player role in football?

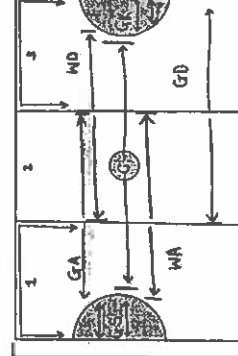
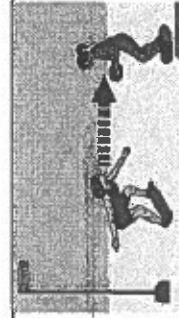


NETBALL – YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Passing	3 types of passes :Chest pass, shoulder pass, bounce pass	Teaching points – step into the pass, hands out ready to receive, weight transfer, communication and change of direction.	1. What 3 passes can you use in netball?
Footwork	Correct placement and movement of feet to avoid moving the landing foot while holding the ball	Correctly pivot on the landing foot. Maintain balance and control. Adhere to the rule of not moving the landing foot before passing or shooting. Avoid penalties by following footwork regulations. Pivoting on the landing foot.	2. Describe the correct footwork technique in netball
Marking	Marking is the defensive tactic of closely monitoring an opponent to restrict their movement and limit their passing shooting or receiving opportunities	Closely monitor the opponent. Maintain a 1meter distance to avoid obstruction. Use body position to restrict opponent. Obstruct the opponents view. Anticipate and react to opponents actions to limit their opportunities.	3. How close can you mark a player on court?
Shooting	Shooting is the act of aiming and throwing the ball into the opponents netball hoop to score points	Aim for accuracy and precision. Utilise proper shooting technique. (hand positioning and follow through), assess distance and adjust power accordingly. Anticipate defensive pressure. Maintain focus and composure.	4. How many point is each successful shot in netball worth?
Defending	Preventing the opposition team from gaining an advantage by defending in a game situation.	Preventing the opposition team from shooting and intercepting passes. Blocking shots, marking closely and disrupting attacking players.	5. What is obstruction when defending a player?
Players on the court	7 players on the court per team restricted to certain areas	Goal Keeper Allowed in the defensive goal third and shooting circle Goal Defence Allowed in the defensive and centre thirds, and the shooting circle Wing Defence Allowed in the defensive and centre thirds, but not the shooting circle Centre Allowed in all thirds, but not in either shooting circle Wing Attack Allowed in the attacking and centre thirds, but not the shooting circle Goal Attack Allowed in the attacking and centre thirds, and the shooting circle Goal Shooter Allowed in the attacking goal third and shooting circle	6. Where on court is Center not allowed?



PE – Trampolining Year 7

Summary- Position in the Curriculum – Year 7 Trampolining

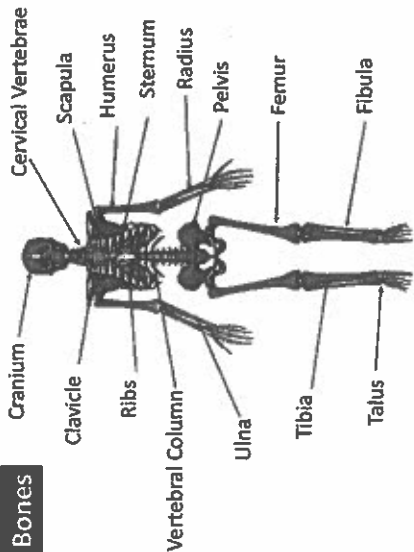
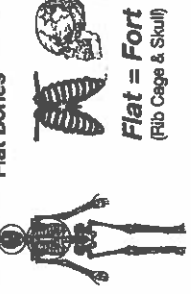
Students will focus on the accurately replicating core skills and movements individually and in combination focusing on the control and aesthetics. Pupils will show creativity and fluency in developed sequences. Student will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes. Will demonstrate basic safety around the trampoline.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Trampoline safety/basic jumps/aerial shapes/turns	To understand the health and safety aspects of trampolining. To accurately replicate basic jumps, aerial shapes and turns with good body tension and posture. To be able to perform these movements in a small routine.	Recap trampoline safety? What is the job of spotters? How are arms used in all moves? What is the name of movements?
Seat drop and combination development	To demonstrate control and aesthetics when performing the correct seat drop technique. To understand what makes a successful seat drop and to begin to evaluate performance. To introduce creative thinking when composing a small routine.	What does a seat drop look like? Can you describe the components? How might you link movements together? What is the importance of straight legs?
Swivel hips	To be able to accurately replicate the swivel hips technique. To understand the importance of the use of arms, legs & aesthetics during the movement. To know and be able to describe the correct technique and peer evaluate other pupils swivel hips. To be able to refine and adapt the seat drop movement into a small routine.	What are the steps to learning a swivel hips? What are some of the common errors? How might you use/adapt these core skills to create a sequence?
Front drop	To be able to replicate front drop technique with controlled landing. To develop the ability to adapt and refine skills when unsuccessful. To combine skills into and out of front drop. To develop creative thinking and decision making when composing larger routines.	Explain the teaching points for a front drop? Can you peer/self assess? How can this routine be improved? What does video or feedback provide that can be of some assistance to overall performance?
Front drop development and routine creation	To be able to replicate front drop technique in combination with other movements. To demonstrate a clear understanding of the importance of body extension and aesthetics. To develop precision, control and fluency over selected moves.	What moves can be linked or added before or after a front drop? How did you adapt different moves into your sequence?
Routine Development	To accurately replicate learnt skills & to create a simple routine. To develop creative thinking and decision making when composing own 10 bounce sequence. To develop an appreciation of performance and suggest ways to improve.	How might pupils have improved overall sequence if performed again? What does the video playback highlight to you?

Yr 7 Theoretical Understanding- Term 2

Skeletal system

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of the skeletal system. Students will be able to identify the functions of the skeleton with some students being able to link the function to how it benefits a sports performer. Students will also grasp a knowledge of being able to identify bones and their location within the body. Being able to identify specific bones a student will have an understanding of the different bone classification and their role within the skeletal system.

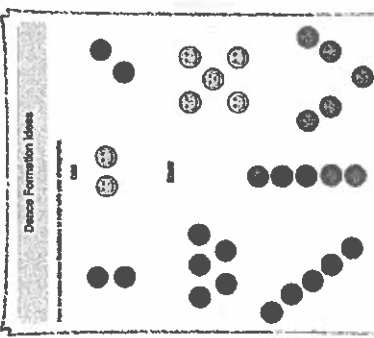
Terminology	Definition	Core Knowledge	Preparing for Assessment
Functions of the skeletal system	System made up of bones that give structure to the human body	Support- Keeps us upright and hold the rest of the body, muscles and organs in place. Protection- Protect the body's vital organs from external forces. Movement- helps the body move by providing anchor points for the muscles to pull against. Structural shape and points for attachment- Provides us with our general shape. Muscles attach to bones via tendons Mineral storage- Bones stores minerals, including calcium which is released into the blood when needed. Blood cell production- Bones produce both red and white blood cells. White blood cells fight against diseases and red blood cells carry oxygen to working muscles.	At the end of term 2 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge linking it back to the definition and key term. The assessment will be in the form of multiple choice and short answered questions. Assessment-Identify functions and locate bones of the body. Understand bone classification.
Bone Locations	When bones meet together it is known as a joint.	Shoulder Joint- Clavicle, Scapula, Humerus Elbow Joint- Humerus, Radius, Ulna Chest- Ribs, Sternum Hip- Pelvis, Femur Knee- Femur, Tibia, Fibula Ankle- Talus, Tibia, Fibula Back- Vertebrae	Main Bones 
Bone Classification	Bones are classified into 4 main types based on their shape and function.	Long- Longer than they are wide and provides large movements. Short Bones- Equal in length and width and provide fine movement. Flat Bones- Thin and flat and offer protection to vital organs. Irregular Bones- Complex shape that provides structure to our body such as the vertebrae.	
 Long Bones Long = Limbs Long = Clavicle (Collarbone)	 SHORT BONES	 Flat Bones Flat = Fort (Rib Cage & Skull)	 IRREGULAR BONES

2B DANCE – YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Intro + timing development	The start of the music. Counting the beats in time with the music	Understand, use and recall terminology relating to dance. <i>e.g. gesture, rhythm, unison, canon & composition. To know the importance of introduction of the song, setting the scene for the dance.</i>	Why is the introduction of any dance so important?
Formations	Arrangement of the dancers on stage, formations change throughout the dance	Formations include horizontal, vertical, diagonal lines. Shapes including square, star, circle, semi circle, zig zag, rectangle, a V. Different formations are needed in the dance to make it aesthetically pleasing to the audience and used as a choreographic device.	Name 3 types of formations you can do with a group of 6 pupils?
Motif development	A motif is the earliest stage of development of a theme or composition; a movement starting point which gives the first element of form to the dance/work.	Motif is a movement that is repeated and built upon across the dance. Normally starts as a simple idea but with choreographic devices including levels, dynamics etc the motif is developed	How can a motif be developed in a dance?
Dynamics	Dynamics in dance is how the dancer moves.	Dynamics help you accentuate the music you are dancing to, match the ebb and flow of the tempo and add a performance aspect to the dance Dynamics include hard, sharp, soft, fast, slow, floating, stumping	How does having dynamics in your dance make it better?
Levels	Levels describe movement that happens a High, Medium (Middle) or Low area within the dance space	Low levels are close to the ground or with the majority of the body touching the ground. Medium levels are created between the knees and shoulders. High levels are created above the shoulders and head.	What are the 3 level used when choreographing a dance?
Performance	Showcasing your dance to an audience	Performance quality refers to the way that the movements are performed, and how the performance of them helps convey the choreographers' creative intention to the audience. To become a better dance performer, you will need to work on your performance quality	When doing a performance do you always have to face the audience?





LEVELS





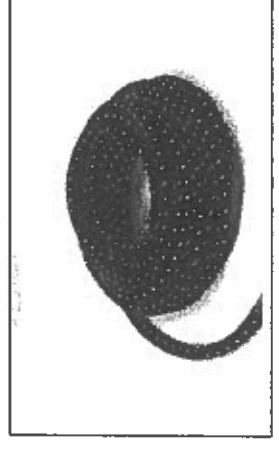
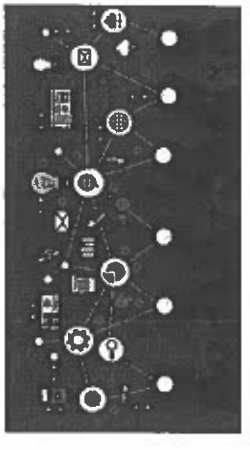
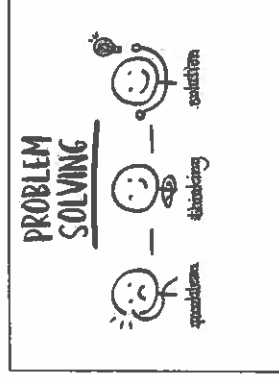
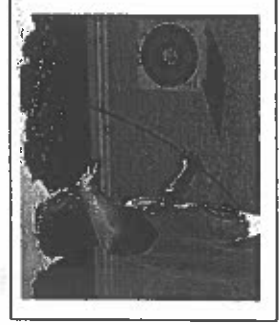
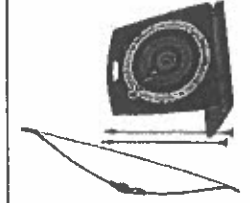
Low
Medium
High

Year 7 - OAA

Summary- Position in the Curriculum – Year 7 OAA

Introducing outdoor and adventurous activities to Year 7 students specifically has several educational, developmental, and social benefits that are particularly relevant at this stage of their schooling. Year 7 often marks the transition from primary to secondary school, which can be a significant change. Outdoor activities provide a platform for students to bond with their new peers and teachers in a less formal setting, helping to build friendships and a sense of community. These activities encourage the development of essential life skills such as teamwork, leadership, problem-solving, and resilience. Year 7 students are at an age where these skills can be cultivated effectively and can have a lasting impact on their personal and academic lives. Outdoor activities promote physical fitness and a healthy lifestyle. Introducing these activities in Year 7 helps establish positive habits early on, encouraging students to value and maintain physical activity. Being in nature and engaging in physical activities can reduce stress and anxiety, which is particularly beneficial during the potentially stressful transition to secondary school. These activities enrich the curriculum by providing varied and dynamic learning experiences. They can spark interest in new hobbies and subjects, contributing to a well-rounded education. By focusing on Year 7, schools aim to set a positive tone for the students' secondary education journey, ensuring they are well-equipped to face future challenges both inside and outside the classroom.

Terminology	Core Knowledge and definition	Preparing for Assessment
Understanding of OAA	Introducing students to concept of OAA, Where is OAA present? Problem solving activities, Students thinking creatively. Archery Safety talk. Arrows must always be aimed at target only. If you are not holding the bow you must be in safety area behind the participant. Demo how to hold the bow. Pupils get to practice, with out bows. Recap shown how to load the bows. Pupil take in turns to aim the arrow towards the target area. Archery aiming on target, in pairs pupils take in turns o aim towards the archery target. Practicing their archery technique and ready position, teacher demonstration is key. As pupils progress the distance will increase.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Partnership Work and use of Communication	Trust exercises, Effectiveness of communication, adapting communication to make it individual, extending problem solving activities Pupils will be able to identify key features on a map and set up small courses. They will further develop their skills of map reading, orientating the map, compass work, taking a bearing, problem solving, and orientating themselves and a partner. They will also be able to develop the fitness components that impact on sport.	1. How do you hold a bow correctly
Group activities – Leadership	Using simple resources to create a problem (benches), Role of the leader; necessary skills, Importance of teamwork, Leading group of individuals to solve tasks Pupils will be able to effectively analyse their own and others performances, based upon strengths and weaknesses. They will evaluate their performance based on set criteria, which they are given.	2. How do we find north using a map and compass
Application of Planning	How effective is solving tasks without planning, Improvements through planning, Elements to planning, Implementing planning	3. Why is OAA important for living a healthy active lifestyle
Combined Problem Solving and Introduction to Ropes	Knowing and fulfilling role within group Understanding importance of literacy and numeracy across curriculum Rope techniques	4. Name characteristics that make a good leader

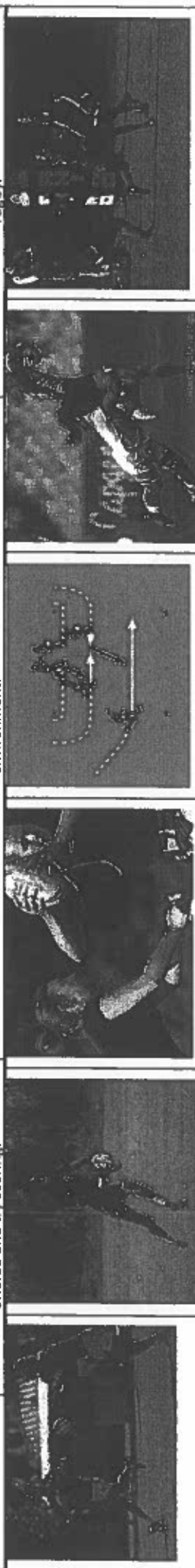


RUGBY – YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents within the sport of rugby. Students will work on their technical ability to run with the ball, improve ball handling and passing applying the correct rules to experience success. Once students have built their skill level they will work as a team to create space and experience success through scoring tries. Individual they will work on tagging and then work as a team to improve their defensive abilities.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Ball handling and Passing	Passing in rugby involves transferring the ball between teammates using various techniques such as spin pass, pop pass, and overhead pass, facilitating ball movement and team play.	- Spin pass: Rotate the ball with fingers while passing to generate spin and accuracy. - Pop pass: Pass the ball to a nearby teammate using a short, underhand motion. - Overhead pass: Pass the ball above the head to reach distant teammates accurately.	Explain the types of passes used in rugby and when to use each.
Lesson 2: Running with the ball and Evasion	Running with the ball is key to gain territory in a game of rugby. Carrying the ball correctly evading the opposition is vital to gain success. It must be done with control and protection.	Carrying the ball- Where possible the ball should always be carried with two hands holding the ball at either end. This will always provide control and gives options to pass. When looking to run fast keep the ball tucked under one arm as the free arm will help with balance and evading opponents.	Identify different situations in rugby where you would run with the ball instead of pass.
Tagging and defensive skills	Being able to tag is essential for success preventing the opposition from scoring. Performers must tag then hold the tag high to alert the referee.	When defending in rugby it is vital to stay on your toes, keeping your head up with arms ready to grab the tag. It is vital to position yourself between the ball carrier and the try line. Once a tag has been made then the performer must shout out 'TAG' while holding the tag high then place the tag on the ground.	Understand the rules of how to TAG correctly.
Creating space and Teamwork	Working as a team to create space to run into whilst carrying the ball. Through communication and support this will allow for forward running and correct passing to experience success.	Through support play students will learn to run onto the ball from a backwards pass to receive the ball at speed to manoeuvre through gaps in the defence to gain success. Communication is key for the ball to be passed at the correct time. Decision making is key in deciding when to run the ball or when to pass.	Identify the difference between an attacking line in rugby compared to a defensive line.
Full contact Tackling	Tackling in rugby is the act of stopping the ball carrier by bringing them to the ground using proper technique and controlled force, ensuring player safety and defensive efficiency.	- Tackling technique: Approach the ball carrier with low body position, wrap the arms securely around the opponent's legs or torso, and drive through the tackle to bring them to the ground safely. - Aim for the hips or below to maintain control and reduce the risk of injury. - Communicate with teammates to coordinate defensive efforts and execute effective tackles.	Understand and explain the correct technique used for tackling.
Lesson 6: Game play and assessment	Understanding of the simplified game rules knowing key terms of forward pass, offside and try scoring.	Students will bring all their learnt skills focussing on their skill application under pressure, tactical understanding and team contribution to experience success in a game environment.	Ensure that you are able to self-assess identifying your strength and weaknesses in a game of tag rugby.



2a TABLE TENNIS

We deliver Table Tennis at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum. Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and table tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

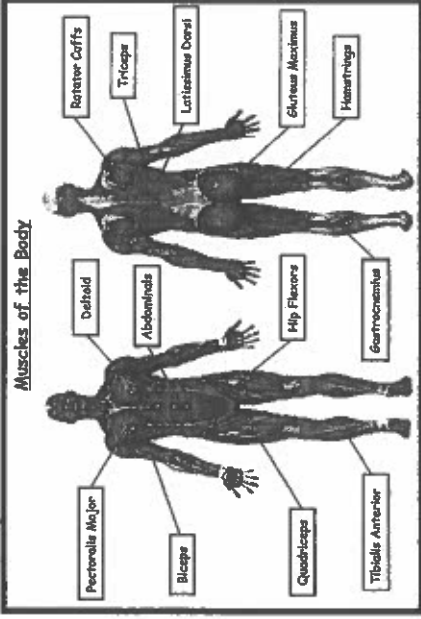
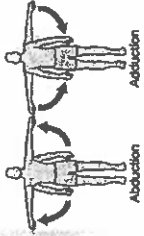
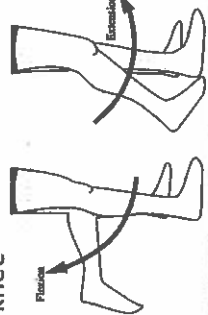
Terminology	Core Knowledge and definition	Preparing for Assessment
Service	Students will know the correct technique for a serve. Students will develop their control, using effective technique to develop power in their play through the use of the forehand and backhand serve. Warm up activities will recall prior skills learnt to maintain a rally. Teacher will introduce serve technique. Practices to include differentiation for more able to work on power/placement in the serve. Adaptive games using the serve to start will allow students to develop technique under pressure of competition. Using Table Tennis Scoring.	What are the rules in place to ensure that the serve is performed legally?
Pushes	Students will be able to perform a forehand and backhand push understanding the correct technique to execute the shot correctly. They will be taught the purpose of the shot and when and how it can be used correctly to gain success. Warm up activities will focus on footwork and linking serving to a push shot. Practices to include shot placement and thinking about game management. More able students will be able to change placement of shot to outwit opponent. Adaptive games linking serving and push shots in a competitive environment.	Describe the technique of a push shot and identify when it should be played in a game situation.
Forehand drive technique	Students will be able to identify the correct technique for the forehand drive. Students will develop their control, using effective technique to develop power in their play. Warm up activities recall service and pushes. Forehand technique and practice in pairs offer differentiated practices for more able to be able to increase rally length, ball placement and play with more power. Table games – Top of the court to allow students to develop technique under pressure of competition.	Explain the serving and scoring system in a table tennis match up to 11.
Backhand drive technique	Students will be able to identify the correct technique for the backhand drive. Students will develop their control, using effective technique to develop power in their play Warm up activities recap movement footwork and forehand technique. Teacher will introduce backhand technique to all students. Recall for those more able – use to demonstrate. Offer differentiated practices to outwit opponent strategically playing the backhand drive to gain success. More able students will be able to apply spin effectively. Table tennis games with ladder system to perform competitively against a range of students of similar ability.	Identify whether the forehand and backhand drives are an attacking or defensive shot?
Smashes	Students will understand when to apply a smash shot within a game situation. Students will be taught the skill in isolation then develop the shot to perform within conditioned and competitive games. Warm up activities will be fun based games re-enforcing skills previously learnt. Differentiated tasks will be in place to perform the forehand and backhand smash. Students will apply the smash to conditioned games.	When smashing what components of fitness are required to ensure the shot is played correctly?
Gameplay	Students will apply their techniques and the rules of the game, particularly the scoring system. Warm up activities to recall techniques. Games used to allow students to apply their skills in competition. Using tennis scoring system, roles of official and ball to be taught and implemented. Students to be placed in groups based on ability within a competitive situation	Identify and perform to the rules of the table tennis.



Yr 7 Theoretical Understanding- Term 3

Muscular System

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of the muscular system. Students will be able to identify the role of the muscular system within the human body, location of key muscle groups and the varying types of muscle actions that different muscles produce. Students will be able to link the muscular system and how it connects with the previously learnt skeletal system to provide movement.

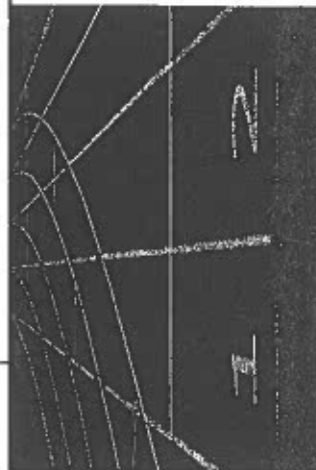
Terminology	Definition	Core Knowledge	Preparing for Assessment
Function of the Muscular system	Muscular system works with the skeletal system to produce movement of the limbs and body.	Ligaments- attach bone to bone. Tendons- attach muscle to bone. To create movement a muscle will contract to pull on a bone.	At the end of term 3 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge linking it back to the definition and key term. The assessment will be in the form of multiple choice and short answered questions. Assessment- Identify and locate the muscles of the body. Understand the different types of muscle actions and relate to sporting movements.
Identification of Muscles	Location of muscles in relation to body parts. There are 13 Muscles that need to be identified.	Shoulder- Rotator Cuffs, Deltoid, Bicep and Tricep Torso- Pectorals, Abdominals Back- Latissimus Dorsi Hip- Hip Flexors and Gluteus Maximus Upper Leg- Quadriceps and Hamstring Lower Leg- Tibialis Anterior and Gastrocnemius	
Muscle Actions	Agonist- Muscle that causes the movement Antagonist- Muscle that relaxes to allow the agonist to contract Flexion- Decrease the angle at a joint Extension- Increase of the angle at the action Rotation- Turning of a limb Abduction- Movement of a limb away from body Adduction- Movement of a limb towards the body	Antagonistic pairs- When one muscle contracts the partner muscle relaxes. Muscles work in pairs. Bicep- Tricep Latissimus Dorsi- Deltoids Gluteals- Hip Flexors Quadriceps- Hamstring Tibialis Anterior- Gastrocnemius Bicep- Flexion/ Tricep- Extension Hip Flexor- Flexion/ Gluteals- extension Rotator Cuff- Creates rotation at the shoulder	
Flexion/ extension		Rotation 	
		Flexion/ extension at the knee	

ATHLETICS- Year 7

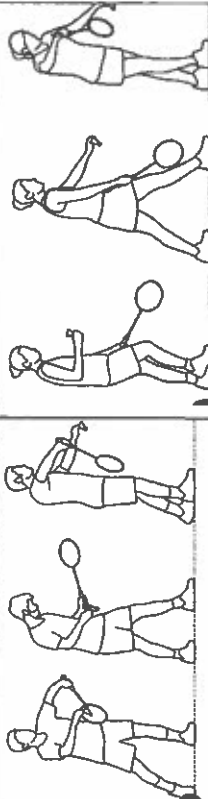
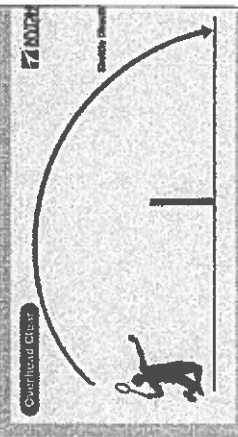
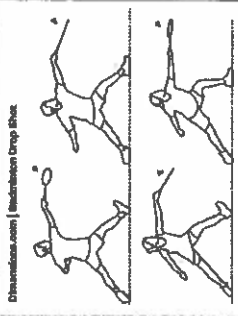
Summary- Position in the Curriculum – Year 7 Athletics

Introducing athletics to Year 7 students specifically has several educational, developmental, and social benefits that are particularly relevant at this stage of their schooling. Year 7 often marks the transition from primary to secondary school, which can be a significant change. Outdoor activities provide a platform for students to bond with their new peers and teachers in a less formal setting, helping to build friendships and a sense of community. These activities encourage the development of essential life skills such as teamwork, leadership, problem-solving, and resilience. Year 7 students are at an age where these skills can be cultivated effectively and can have a lasting impact on their personal and academic lives. Outdoor activities promote physical fitness and a healthy lifestyle. Introducing these activities in Year 7 helps establish positive habits early on, encouraging students to value and maintain physical activity. Being in nature and engaging in physical activities can reduce stress and anxiety, which is particularly beneficial during the potentially stressful transition to secondary school. These activities enrich the curriculum by providing varied and dynamic learning experiences. They can spark interest in new hobbies and subjects, contributing to a well-rounded education. By focusing on Year 7, schools aim to set a positive tone for the students' secondary education journey, ensuring they are well-equipped to face future challenges both inside and outside the classroom.

Terminology	Core Knowledge and definition	Preparing for Assessment
Indoor Athletics	Speed Board sprints, standing long jump, vertical jump, standing triple jump, speed bounce, relay are all events that are taught to year 7 in the first lesson, to gain a baseline understanding of their ability.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Sprinting 100m/200m	The technique of running, the technique of running in isolation, the technique of running to a set distance in a competitive race GCSE Focus , Literacy – Communicating ideas about your opinion of what constitutes an effective warm up , Numeracy – calculating timings/distance, SMSC – Co-operation and teamwork. To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	1. How long is a full track?
Jumping High, Long, Triple	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump.	2. How many rings does the Olympic sign have
Throwing Shot, Javelin	To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events. To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	3. Whats the main component of fitness used in shot putt?
Relay	To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs	4. Whats the main component of fitness used in 800m running



BADMINTON – YEAR 7

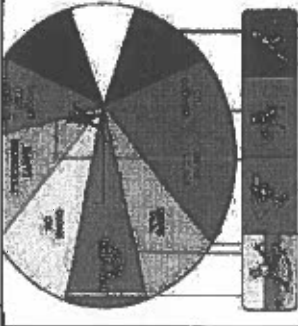
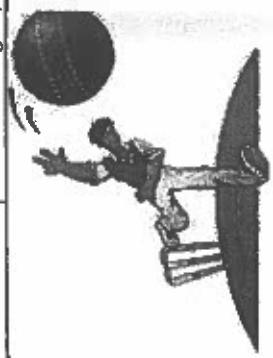
Summary- Position in the Curriculum Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Lesson 1: service	The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.	The badminton backhand serve starts with the weight on the back foot and shifting towards the front foot during the process of serving, this is to generate momentum and a more consistent flow for a better quality backhand serve.	<i>What is the name of the line the serve must cross to count as a good serve?</i>	
Lesson 2: over head clear	The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid court. This will create space in the mid court and front court to exploit the space	Have racket ready in backswing position. Extend racket toward sky and contact shuttle at highest point. The racket face should be open. Snap wrist forward on contact.	<i>Why is over head clear a good defensive shot?</i>	
Lesson 3: drop shot	The drop shot is played from above the head in the same way as the clear except the drop shot is hit with a lot less power	Use the forehand grip on your racket. Stand sideways, with your side without the racket facing the net. Move your weight to your back foot. Prepare to swing by bending your elbow and locking your wrist. Raise the hand without the racket, pointing at the shuttlecock to help you balance.	Should a dropshot land at the front or back of the court??	
Lesson 4: Rally	Keeping the shuttle in the air to practice and refine all the shots.	Keep putting the shuttle back and close to your partner so can practice a variety of shots ready for game play	How many shots can class as a rally?	
Lesson 5: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of BADMINTON. Aim of the game is to make contact with the ground using the shuttle on the opponents side of the net. Points are scored on every point. If you win the point you keep serving.	How many points played upto in badminton match?	
Lesson 6: Game Play	Badminton is a racquet sport played using racquets to hit a shuttlecock across a net, most common forms of the game are "singles and "doubles"	In badminton, a match is played best of 2 of 3 games, with each game played up to 21 points. The lightness of the shuttlecock and of badminton racquets allows badminton players to make use of the wrist and fingers badminton players can generate power from a short racquet swing.	How do players on court for a doubles match?	
				

CRICKET - YEAR 7

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Bowling	Bowling in cricket involves delivering the ball towards the batsman with the intention of dismissing them, utilizing various techniques such as fast bowling, swing bowling, and spin bowling.	- Fast bowling: Deliver the ball with speed and bounce to challenge the batsman's reflexes. - Swing bowling: Manipulate the ball in the air to curve towards or away from the batsman.	What do you bowl towards in cricket?
Lesson 2: Batting	Batting in cricket involves scoring runs by hitting the ball with the bat while defending the stumps to prevent dismissal, requiring proper stance, grip, and shot selection to succeed at the crease.	- Batting stance: Stand with feet shoulder-width apart and knees slightly bent, with the bat held comfortably in hand. - Grip: Hold the bat with hands close together and fingers relaxed to control the bat effectively.	How should you hold a cricket bat?
Lesson 3: Fielding	Fielding in cricket involves stopping the ball, preventing runs, and taking catches to dismiss batsmen, requiring agility, anticipation, and teamwork to excel in the field.	Ground fielding: Stop the ball with correct technique, using body position and hands to prevent runs and create run-out opportunities. - Catching: Position yourself correctly under the ball, keep eyes on the ball, and use safe hands technique to secure catches. - Throwing: Develop accuracy and strength in throwing to hit the stumps and create run-out chances.	What happens if you catch a batters ball?
Lesson 4: Wicketkeeping	Wicketkeeping in cricket involves the role of the wicketkeeper in standing behind the stumps, collecting deliveries from bowlers, and attempting to dismiss batsmen through catches and stumpings.	- Wicketkeeping stance: Crouch behind the stumps with knees bent and hands ready to react to deliveries. - Collecting: Gather the ball cleanly from bowlers and anticipate deflections off batsmen's pads. - Catching: React quickly to edge deliveries and attempt to take catches cleanly with gloves.	What is a wicketkeeper in cricket?
Lesson 5: Scoring	Scoring in cricket involves recording runs, wickets, and other statistical information during a match, ensuring accurate documentation of the game's progress and outcome.	- Runs: Understand the different ways runs are scored, including boundaries (4 or 6 runs) and runs between the wickets. - Wickets: Record dismissals of batsmen, including caught, bowled, lbw, and run-out. - Extras: Document additional runs scored through no-balls, wides, and byes.	How many runs do scorers if you hit the ball out the boundary without contacting the floor?
Lesson 6: Strategy	Strategy in cricket involves planning and executing tactics to gain a competitive advantage over the opposition, considering factors such as pitch conditions, player strengths, and match situation.	- Batting strategy: Determine the approach to building partnerships, rotating strike, and accelerating the scoring rate based on the match context. - Bowling strategy: Set field placements, bowling changes, and variations to apply pressure and take wickets effectively.	How do teams develop and implement strategic plans during a cricket match?

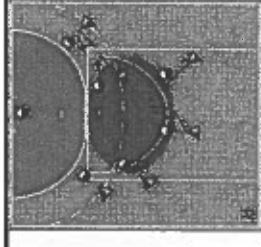
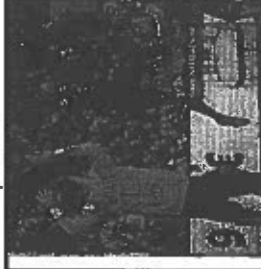
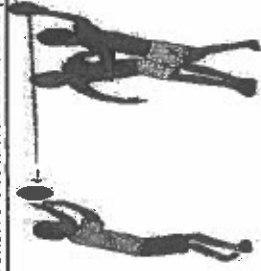
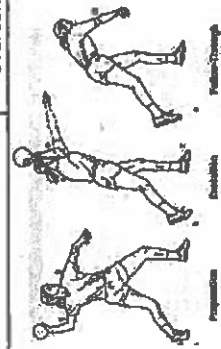


HANDBALL – YEAR 7

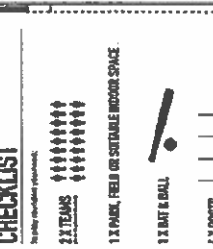
Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Dribbling	Dribbling in handball involves using hand movements to control the ball while moving across the court, enabling players to evade defenders and advance towards the opponent's goal.	- Control the ball with the fingertips, keeping it close to the body. - Use changes of pace and direction to beat defenders. - Develop peripheral vision to be aware of teammates and opponents.	What is dribbling in handball? Describe the correct technique.
Lesson 2: Passing	Passing in handball involves transferring the ball between teammates using various techniques such as chest pass, bounce pass, and overhead pass, facilitating ball movement and team play.	- Chest pass: Use both hands to pass the ball directly to a teammate. - Bounce pass: Bounce the ball towards a teammate's feet for easy reception. - Overhead pass: Pass the ball over the head to a teammate.	Explain the types of passes used in handball and when to use each.
Lesson 3: Shooting	Shooting in handball is the act of throwing the ball into the opponent's goal with the intention of scoring points, requiring proper technique, accuracy, and power to beat the goalkeeper.	- Shooting stance: Feet shoulder-width apart, knees slightly bent, and body facing the target. - Shooting technique: Grip the ball with one hand and throw it towards the goal with a flick of the wrist and follow-through. - Aim for the corners of the goal to maximize scoring chances.	What are the key components of shooting technique in handball?
Lesson 4: Defense	Defense in handball involves preventing the opposing team from scoring by blocking shots, intercepting passes, marking opponents closely, and maintaining defensive shape, requiring teamwork and communication.	- Defensive stance: Bend the knees, stay low, and keep the arms up to block shots and passes. - Anticipate opponent's movements and position to intercept passes. - Close down attackers to limit their time and space on the ball. - Communicate with teammates to organize defensive efforts and cover spaces effectively.	Describe the role of a defender in handball.
Lesson 5: Attacking	Attacking in handball involves strategies and tactics employed by the team in possession of the ball to score points, utilizing passing, cutting, screening, and spacing to create scoring opportunities.	- Ball movement: Pass quickly and decisively to find open teammates and exploit defensive gaps. - Player movement: Cut into open spaces, set screens, and make runs to receive passes. - Spacing: Maintain proper spacing to stretch the defense and create passing lanes. - Timing: Execute plays with precision and awareness of shot clock and game situation.	What are the main principles of attacking play in handball?
Lesson 6: Jump Shots	Jump shots in handball involve leaping off the ground while releasing the ball towards the goal, providing players with elevation and power to overcome defensive obstacles and score points.	- Jump technique: Bend the knees and explode upwards, extending the shooting arm towards the goal. - Aim for the corners of the goal to maximize scoring opportunities. Practice timing the jump to release the ball at the peak of the jump for accuracy and power.	How do players execute jump shots in handball?



ROUNDERS – YEAR 7 –

ROUNDERS – YEAR 7 –					
Summary- Position in the Curriculum Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.					
Terminology	Definitions	Core Knowledge		Preparing for Assessment	
Lesson 1: Batting	Batting - hitting the ball with a rounders bat to score runs while overcoming opposition fielders to maximise scoring opportunities.	Batting stance: Stand with feet shoulder width apart and knees slightly bent, holding the bat comfortably in hand. Grip: Hold the bat with hands close together and control the bat effectively. Shot selection: Choose appropriate shots based on the position of fielders.		Describe the technique and strategy involved in batting in rounders.	
Lesson 2: Bowling	Bowling in rounders involves delivering the ball towards the batter with the aim of limiting scoring opportunities.	Bowling technique: Grip the ball securely and deliver it underarm towards the batter with a smooth action. Aim to bowl accurately, get the between players head and knees. Fielding positions: Understand the placement of fielders and coordinate fielding plays to support the bowler.		What are the key components of bowling technique and strategy in rounders?	
Lesson 3: Fielding	Fielding in rounders involves stopping the ball, preventing runs, and dismissing batters through catches, tags, or direct hits on the base, requiring agility, coordination, and teamwork.	Fielding positions: Learn the roles and responsibilities of fielders in different positions, including deep fielders, basemen, and backstop. Catching: Position yourself correctly to take catches safely and confidently, using hands.		How do players perform fielding duties effectively in rounders?	
Lesson 4: Base Running	Base running in rounders involves advancing between bases safely and efficiently to score runs.	- Running: Run decisively between bases, taking efficient routes and reacting to fielding plays. Judgement: Assess fielding plays and make quick decisions to advance or hold position based on the likelihood of scoring runs or being dismissed.		How do players execute base running effectively in rounders?	
Lesson 5: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of rounders, how to score, two teams – rounders and fielders Fielding strategy: Set field placements, bowling changes. Adaptability: Adjust tactics in response to changing match conditions and opposition tactics to gain a competitive advantage.		What is a basic rule of rounders?	
Lesson 6: Game Play	Game play in rounders involves applying skills, tactics, and teamwork in a competitive match setting.	Review team strategies. Focus on individual roles and responsibilities. Communicate with teammates, assess fielding placements, and adapt tactics based on match situation. Sportsmanship: Respect opponents, officials, and teammates, and play the game with fairness and integrity.		How do players apply their skills and tactics in a competitive rounders match?	
					
					
CHECKLIST To play rounders players need: 2 X TEAMS 1 X PINK FIELD OR SUITABLE BODIED SPACE 1 X BAT & BALL 4 X GLOVES 1 X SCORE KEEPER					

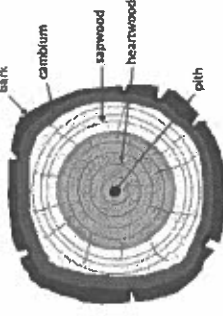
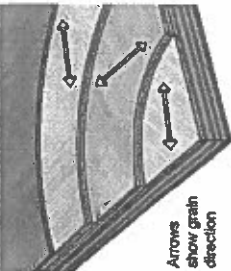
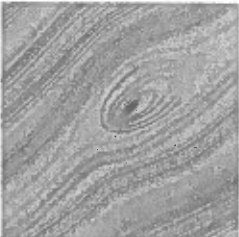
DT

DT-Half Term 1 Steady hand game

Summary- Position in the Curriculum

Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, students may be taught this unit of work during the Autumn, Spring or Summer terms. Students are introduced to workshop safety and study sources of timbers and their classification as either hardwoods, softwoods or manufactured boards. Students may have studied workshop safety earlier in the year and in which case would not repeat it in this unit of work.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Personal protective equipment (PPE)	Equipment that provides a barrier between the person wearing it and a potential hazard.	Personal protective equipment must be worn when carrying out certain practical tasks. Safety goggles are worn to protect eyes from dust and other flying debris.	Revision and self-study questions are below.
Hazard	Something that can cause harm.	It is important to move all items that could be tripped over to the side of the room prior to starting practical work. All verbal and written safety instructions, signs and floor markings must be followed.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Softwoods	Softwoods come from coniferous (cone bearing) trees. Most keep their leaves all year round and they have needle like leaves. Examples include pine and spruce.	There are three types of timber; hardwood, softwood and manufactured boards. Hardwood and soft wood have lines visible in the structure of the material. These are from the tree's growth rings.	1. State what PPE stands for and give two examples.
Hardwoods	Hardwoods come from deciduous trees, which are trees that have broad leaves. Examples include oak and beech.	Softwood trees typically grow faster than hardwood trees and are therefore cheaper because you do not have to wait as long before you can cut them down.	2. Describe four potential hazards in a workshop.
Manufactured boards	Manufactured boards are made by gluing particles or pieces of wood together.	Manufactured boards are useful if you need large, thin sheets of wooden material as natural timber is only available in relatively narrow planks.	3. Explain the difference between hardwoods and softwoods, and name two examples of each.
Wood grain	The growth rings visible in wood.	At the end of its useful life, timber can be broken down into fibres for use in manufactured boards.	4. Explain why softwoods are cheaper than hardwoods.
Timber	Wood from trees.	Oak, mahogany, beech and balsa are examples of hardwoods.	5. Explain what manufactured boards are, and name two examples.
Veneer	A thin slice of wood used as a decorative surface and to make plywood.	Pine and spruce are examples of softwoods.	
		Medium density fibreboard (MDF), chipboard and plywood are examples of manufactured boards.	

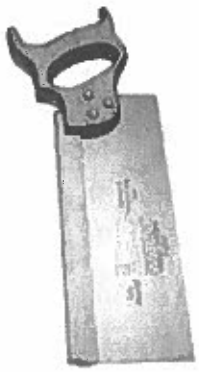
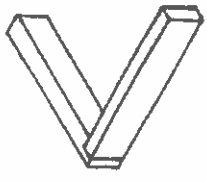
Safety glasses	Ear protectors	Tree cross section	Plywood Diagram	Wood grain
				

DT-Half Term 2 Steady hand game

Summary- Position in the Curriculum

You will carry out practical work where you use softwoods and manufactured boards, building on the knowledge gained in the previous half term. They are also introduced to electronic systems and learn how to solder electronic components together.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Input device	Unusually a sensor or switch. It detects a signal from the environment around it such as light, temperature or movement.	Examples of input devices include Light dependent resistors (LDRs) which detect changes in light and thermistors which detect changes in temperature.	Revision and self-study questions are below.
Output device	Transforms electronic symbols into signals that we can understand in the real world such as light, sound or movement.	Examples of output devices include lamps, buzzers, motors and light emitting diodes (LEDs). LEDs produce light when electricity flows from the + leg to the negative leg.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Passive components	A component that supports the working of a circuit without using any power or adding energy to it. For example, a resistor.	Examples of passive components include resistors which limit the flow of electricity in a circuit and diodes which only allow electricity to flow in on direction only. Resistors are used to protect LEDs from being damaged by too much electricity.	1. Give two examples input devices, an explain what they do.
Circuit diagrams	A diagram showing the layout of a circuit using symbols. This makes circuit easier to understand.	Components can be joined together using a process called soldering. Solder is a metal alloy that is melted to solder components.	2. Give two examples of output devices that produce light and explain where they could be used.
Electrical conductor	A material that will allow electricity to flow through it.	Components should be held in Helping Hands when soldering and the soldering iron must be kept in its stand when not in use. Make sure the solder wire is not too short so that you do not get burnt.	3. Explain why electrical circuits are drawn using circuit diagrams.
Electrical insulator	A material that will not allow electricity to flow through it.	Electrical wire has a copper core that conducts electricity, covered with a plastic sheath for insulation. A combination wire stripper wire cutter can be used to cut and strip	4. Describe 3 safety precautions you should take when soldering.
Tenon saw	Used to cut straight lines in wood.	Exposed wires need to be covered with insulating tape to prevent short circuits.	5. Describe how you marked out and cut your lap joints.
Wasting	Removing material to create a desired shape.	PVA (polyvinyl acetate) is a commonly used wood glue. It is a thick white liquid which becomes clear when it dries.	
Marking gauge	Used to mark out straight lines on wood.	Work must be clamped when glued with PVA.	

Tenon saw	Lap joint	Marking gauge	Soldering iron	Helping hands
				

DT-Half Term 1 Boat Project

Summary- Position in the Curriculum

You will carry out practical work where you use softwoods and manufactured boards, building on the knowledge gained in the previous half term. They are also introduced to electronic systems and learn how to solder electronic components together. In addition to this you will do a lesson on workshop health and safety unless you did it earlier in the year.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Monomer	Chemical parts from which polymers can be made.	Most polymers are synthetic. This means they are made from chemical processes. Most are made from crude oil, which is obtained by drilling underground or under the sea.	Revision and self-study questions are below.
Polymer	A material made from chains of a repeating chemical part called a monomer.	There is an increasing number of polymers being made by processing plants.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Thermoforming polymer	A polymer that can be reshaped by heating.	HIPS (high-impact polystyrene) and Styrofoam are two examples of thermoforming polymers.	1. From what are synthetic polymers usually made?
Thermosetting polymer	A polymer that will not change shape when heated.	Both thermoforming and thermosetting polymers have good corrosion resistance and are good electrical insulators.	2. Explain the environmental problems of making products from synthetic fibres.
Natural fibre	Fibres from plants or animals. Examples include wool, silk and cotton.	Textile fabrics are made from fibres. Fibres are very fine hairlike structures that are spun or twisted into yarns. These yarns are then woven or knitted together to make fabrics.	3. Explain one advantage and one disadvantage of using natural fibres.
Synthetic fibre	Fibres derived from oil coal or petrochemicals. Examples include polyester and nylon.	Natural fibres are sustainable. However, they need lots of water to grow and toxic chemicals are used to protect crops and livestock from pests and diseases.	4. Why is it important to annotate design ideas, and what should you include when you are doing this?
Design fixation	When a designer focusses too much on one design idea and does not consider alternatives.	Synthetic fibres come from resources that cannot be replaced and will eventually run out. They do not decompose and contribute to environmental problems if they end up in landfill.	
User-centred design	A design strategy that considers the needs and wants of the user at each stage of the process.	Design ideas are annotated to provide information about what is good and bad about the design, how it could be made and how well it meets the needs of the user.	5. Explain why design fixation should be avoided.
Annotation	Adding notes with useful information about the design.		

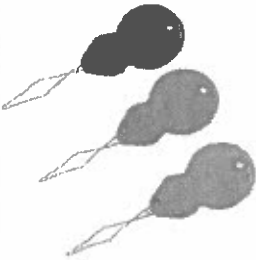
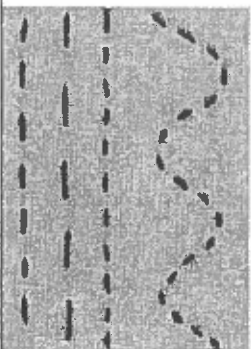
Natural fibres	Monomer	Polymer	Synthetic fibres	Annotated design
Natural Fibres Cotton Linen Wood Silk Wool	$\begin{array}{c} \text{H} & & \text{H} \\ & \backslash & / \\ & \text{C} = \text{C} \\ & / & \backslash \\ \text{H} & & \text{H} \end{array}$ Ethene Monomer	$\begin{array}{ccccccc} \text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} \\ & & & & & & \\ -\text{C}- & -\text{C}- & -\text{C}- & -\text{C}- & -\text{C}- & -\text{C}- & -\text{C}- \\ & & & & & & \\ \text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} & -\text{H} \end{array}$ Poly(ethene) Polymer	Rayon / Artificial Silk Nylon Polyester Acrylic	The light is surrounded by two shades of fine mesh. A soft glow emanates from the shade as it is lit up. The shade will let large amount of light pass through and will not get too hot. This shade is made of the material called PVC. It is very strong and does not break easily. The shade will let the light pass through and will not get too hot. The shade will let the light pass through and will not get too hot. The shade will let the light pass through and will not get too hot.

DT-Half Term 2 Boat project

Summary- Position in the Curriculum

You will carry out practical work where you use thermoforming polymers and manufactured board, and textiles to produce a boat that will be raced against your classmates. You will be introduced to sewing techniques and plastic fabrication methods.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge and skills</u>	<u>Preparing for Assessment</u>
Vacuum forming	A process that uses heat and air pressure to shape a thermoforming polymer.	To vacuum form, you first have to make a mould. A sheet of polymer is then heated until it is pliable, the air between the mould and the polymer is sucked out and air pressure from the atmosphere pushes the heated polymer onto the mould. Vacuum forming moulds are often used many times to make identical items such as chocolate-box trays.	Revision and self-study questions are below.
Pliable	Easily bent and flexible.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Template	A cut out shape that you can draw around.	Templates are particularly useful when you have to draw the same shape onto different pieces of material more than once. They save time and speed up the making process.	1. Give 3 examples of items of food packaging that could be made using vacuum forming.
Pins	A temporary method of holding fabric together.	To sew a running stitch, use a needle threader to double thread a needle. Insert the needle from below. Now put the needle back down through the fabric a short distance away. Follow the steps in the diagram to finish your stitch.	2. What is a template? How does it save time if you have to draw the same shape on different materials?
Raw edge	The cut unfinished edge of a fabric		3. Explain how you can prevent plywood from flexing as you are cutting it.
Seam allowance	The distance between the raw edge of the fabric and the stitching line.		4. Describe 3 safety precautions you should take when using a pillar drill, and 3 for using a hand drill.
Blended fibres	Two fibres are mixed. For example, cotton and polyester.		
Coping saw	A saw used to cut curved lines in materials.	A coping saw is suitable for cutting curved shapes in thin plywood. You should put the plywood low in the vice so that it does not flex too much when you are cutting. You should also rotate your work as you are cutting it.	5. Cotton is often blended with polyester to make polycotton. What are the benefits of blending these fibres to make clothes?
Twist drill bit	A drill bit used for drilling wood, metal and polymers.		

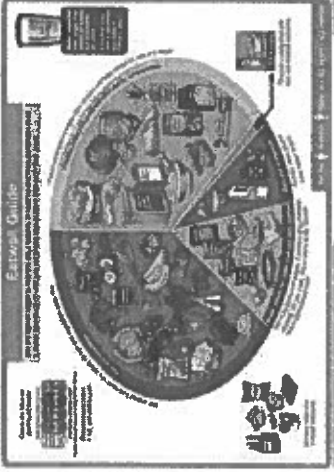
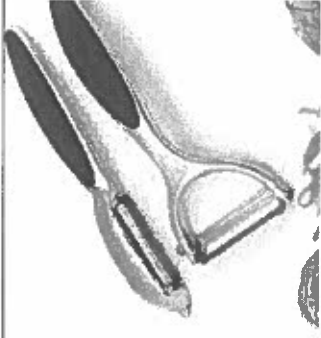
<u>Coping saw</u>	<u>Vacuum former</u>	<u>Needle threaders</u>	<u>Pillar drill</u>	<u>Running stitches</u>
				

DT-Half Term 1 Year 7 Food & Nutrition

Summary- Position in the Curriculum

You will be introduced to food and kitchen safety. You will also study the requirements of the Eatwell Guide.

Terminology		Definitions	Core Knowledge		Preparing for Assessment
Cross-contamination		The transfer of harmful bacteria from one person, object or place to another.	Chopping board colour codes Vegetables-Green Raw meat-Red Dairy products-White Cooked meats-Yellow Raw fish -Blue	Knife safety rules Always cut away from your fingers. When carrying a knife hold the handle with the point downwards. Wash knives separately, do not leave them in a washing up bowl.	Revision and self-study questions are below.
Fridge temperature danger zone		Temperatures between 5 degrees Celsius and 63 degrees Celsius where most bacteria can grow.			Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Pests		Insect or animals which may contaminate food.	Food poisoning often causes symptoms such as nausea, vomiting, diarrhoea and stomach pains.		1. Which colour chopping boards should you use for raw meat and vegetables?
The Eatwell Guide		This shows how much of each food group is needed for a healthy diet.	The food groups for the Eatwell Guide are: Fruit and vegetables Starchy carbohydrates Protein Dairy and alternatives Oils and spreads		2. Describe 2 rules which should be followed when using knives.
Paring knife/vegetable knife		A small knife used mainly for slicing and dicing.			3. Name the three main symptoms of food poisoning.
Hob		The top part of a cooker with hotplates or burners	Foods high in fat and/or sugar do not appear on the guide as they should be eaten less often and in small amounts.		4. Why are foods high in fat and/or sugar not on the Eatwell guide?
A grill		This part of a cooker directs heat from an upper element onto the food.	Oven gloves must be worn when putting food in or removing it from an oven. Also mind your arms as the door will be hot too.		5. How many portions of fruit and vegetables should you eat each day and how fluid should be drunk?

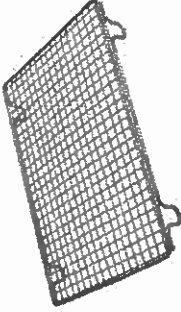
Claw grip	Bridge hold	Eatwell guide	Paring knife	Peelers
				

DT-Half Term 2 Year 7 Food & Nutrition

Summary- Position in the Curriculum

You will continue to refine and develop your practical skills by doing a range of dishes. You will study the factors affecting food choice to increase your understanding of how to make food appealing whilst meeting the requirements of the Eatwell Guide.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge & Skills</u>	<u>Preparing for Assessment</u>
Seasoning	Salt, pepper and herbs or spices added to food to make it taste better.	Washing hands: Your hands carry germs you can't see, and these germs can be introduced to your food while you are preparing it. Washing your hands often and correctly while you're cooking can help prevent cross-contamination. Storing raw meat: The correct place to store raw meat in a fridge is the bottom shelf. Ideally, it should be stored in a sealed container or plastic bag so that it won't contaminate any of the other ingredients in the fridge and ensure that all the food is safe to eat. The main reason for chopping board colour coding is to minimise the risk of cross-contamination during food preparation. • Yellow – cooked meat • Red – raw meat • Blue – fish • Brown – vegetables • Green – fruit, herbs and salads • White – bread and dairy products	Revision and self-study questions are below.
Aroma	The smell of food.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Sensory evaluation	Judging food based on appearance, taste, aroma and texture.		
Grating	Making coarse or fine threads by rubbing food over on side of a grater.	 	6. Name 5 pieces of kitchen equipment you have used during practical lessons and explain their use.
Measuring jug	Used to measure liquid ingredients.		7. Describe what cross-contamination is and give an example of how this can happen.
Kitchen scales	Used to measure dry ingredients like flour.		8. Where and how should raw meat be stored in a refrigerator?
Folding	Using a spatula or spoon to fold light ingredients into heavier ingredients.		9. Why is important to frequently wash your hands when cooking?
Nutrients	The components which make up food.	Draining using a colander Folding using a spatula	10. Which type of food should be used for each of following colour of chopping board? Explain why this is important: Red, Blue, Yellow, Green, White
Coat	To add another ingredient to create an attractive finish or protective layer when cooking.		

Couscous salad	Palette knife	Cooling rack	Measuring jug	Apple crumble
				

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					