

Year 7 Knowledge Organiser

Autumn Term (2) 2022

What you need to know!

Knowledge Organisers – FAQ

What is a Knowledge Organiser?

Every ½ term this academic year, a new Knowledge Organiser will be produced and put on the school website. These documents are produced for Year 7, Year 8 and Year 9 students and contain key information, specific subject terminology and links to additional resources to help you and your child fully understand topics within the different subject areas.

Can Knowledge Organisers be used for revision and preparing for assessments?

These Knowledge Organisers are designed around the content delivered in lessons each half term in Year 7, 8 and 9. Therefore, they are an excellent revision tool to help prepare your child for end of unit tests as well as their end of year exams which cover previously learned subject content.

How should I use the Knowledge Organiser?

In order that these documents are useful and not too complicated, the Knowledge Organiser is designed to include the basic facts and information being covered in a specific subject over that half term. You may choose to print a version in order that you annotate or tick off aspects once they are fully understood. You may also choose to use this as an electronic revision guide, using the hyperlinks to webpages to secure or deepen understanding.

What are the Arrow Tasks?

At Liskeard School & Community College, teachers use Arrow Tasks as a way of stretching your child. These tasks often involve extending their knowledge through research or applying a learned concept in another way. Try to complete all the Arrow Tasks within the Knowledge Organiser to increase your knowledge and extend your conceptual understanding.

Contents

Art
Drama
English
Ethics, Philosophy and World Views
French
Geography
History
ICT and Computer Science
Maths

Music
Physical Education
Science
Spanish
Technology: Food
Technology: Product Design
Technology: Textiles
A guide to revision strategies

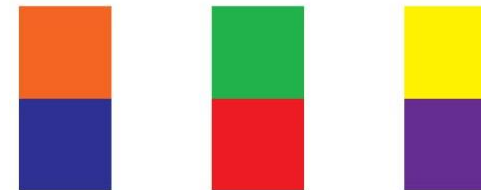
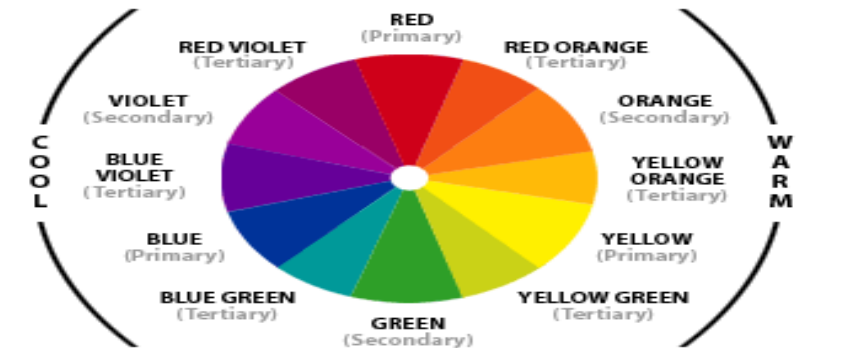
Please note: These subjects are hyperlinked. Click on the subject to take you to the relevant pages.

Topic: **Abstraction: Science / Particles. (2D Colour and Mixed Media).**

I need to know: How to mix and apply colour, demonstrating an appreciation of basic colour theory and its impact upon composition.

Key Words	Definitions
Primary	Red, Yellow, Blue. Primary colours cannot be made by mixing other colours together.
Secondary	Orange, Violet, Green. Secondary colours are made by mixing two primary colours.
Tertiary	Tertiary colours are between, or a mix of primary and secondary colour.
Complimentary	Complimentary colours are opposite each other on the colour wheel. Put together they provide a strong contrast. Blue and orange are the coldest and warmest colours on the colour wheel. Yellow and purple are the palest and darkest colours on the colour wheel.
Tone	Black and white are the darkest and lightest tones. Mixing the two provide a range, or gradation, of tones from dark grey to light grey.
Shades	Mixing a small amount of black to a pure colour will make a shade.
Tints	Mixing a small amount of white to a pure colour will make a tint.
Translucency	Translucent media permits light to pass through but diffuses it so that objects on the opposite side are not clearly visible. i.e. frosted glass.
Transparency	Transparent media permits light to pass through and does not diffuse the light so objects on the opposite side can still be seen clearly.
Pigment	A substance or compound that gives something a particular colour.
Ground	A ground or primer is the background surface on which you paint. It separates your painting from the supporting paper, canvas or board.
Impasto	The technique of applying paint or pigment thickly so that it stands out from a surface.
Fresco	A painting done rapidly on wet plaster, on a wall or ceiling, so that the colours penetrate the plaster and become fixed as it dries.
Resist	A resist medium prevents ink, paint from adhering to the ground. It can be used as a masking agent or to create the impression of texture.
Optical	Optical mixing, is a visual phenomenon that occurs when unmixed colours are placed side by side on a painting. Rather than see the individual colours, the viewer perceives a single colour that is a blend of the others.
Pointillism	A technique developed in the mid 1800's. Relying on optical mixing, the technique of applying small strokes or dots of colour so that from a distance they blend together.
Layering	In technique, this simply means building up multiple layers of paint one on top of the other. In art theory it can also refer to layers of meaning.
Weight	The weight of a colour refers to its dominance within the composition or painting as a whole.
Composition	In the visual arts, composition is the arrangement of visual elements in a work of art. Space and silence are all important and can be seen and heard in music, writing and photography.

Arrow Tasks: Compare and reflect upon the art work of Kupka, Balla, Boccioni, and Kandinsky. Consider how their use of colour captured abstract ideas of space, time, movement and developments in science.



'Complementary' colours.



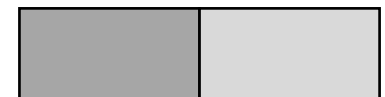
Optical mixing and 'Pointillism'.



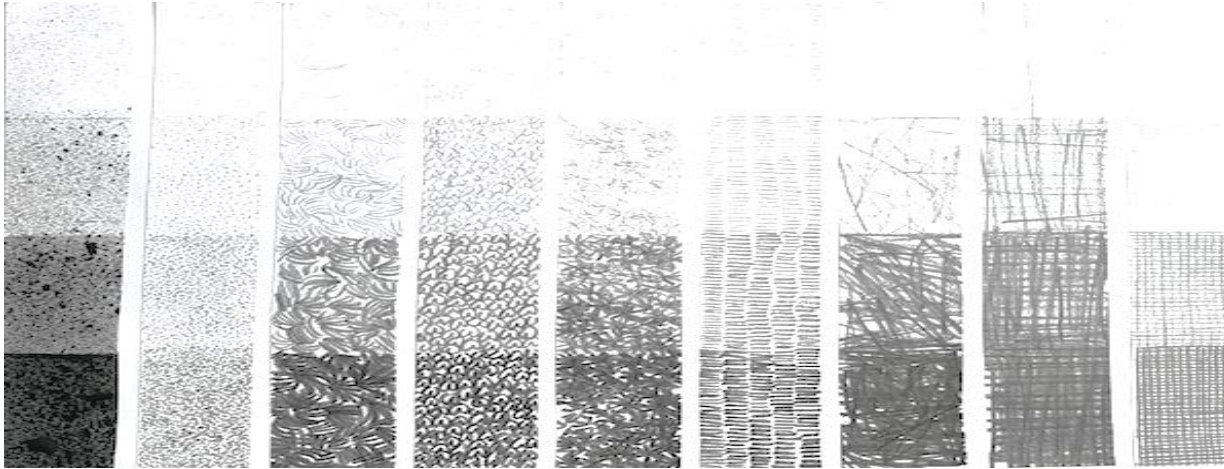
Black ← Tones → White



Black + White = High **Contrast**



Mid + Light Grey = Low **Contrast**

Topic: **Abstraction: Science / Particles. (2D Colour and Mixed Media).**

Tone and Mark Making



Georges Seurat 1889 'Pointillism'.



František Kupka 1871 – 1957.



Yr 7 Student Resolution.

Thinking, questioning and communicating your visual intelligence using practical skills in ART.

You will be able to organise your thoughts, understanding and expertise in **ART** this term under the following headings.

Skills: *Mixing paint, adding water, experimental mark making, scale.*

Contexts: *History, reasoning, ideas, genre, culture, responsibility, connections...*

Rules: *Values, taking risks, experimentation, compositions, adaptability.*

Audience: *Personal, commercial, ethics, morals, age, empathy, critique.*

Resolution: *Sources, scale, conceptual, representational, decisions, ending.*

Communication: *Represent, truth, collaborate, infer, evaluate, talk, show.*

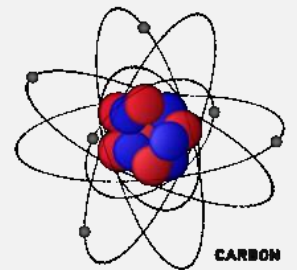
Legacy: *Material, vision, honesty, heritage, culture, accuracy, pollution.*

Throughout the year we will be asking you to articulate (to say, explain and use), a number of **Personal, Learning and Thinking skills** to help you develop your knowledge and understanding. This term we will be asking you to reflect upon your **Creative Learning Skills**. i.e. How you generate ideas, explore, ask questions, extend thinking, question assumptions, experiment and adapt.

Further thinking (why does this matter?):

On a functional level, it is important to us all that we can interpret the abstract symbolism of colour and its spacial relationships.

On a more complex level, our ability to visualise and record abstract concepts is intricately linked to our ability to question and develop our thinking. Pictures and models enable us to learn more about the ideas we have in our heads.



Subject: Drama

Year: 7 Autumn.

Topic: Silent Movies

- I need to know: The key elements of physical acting skills in Drama to create an impact on my audience.
How to use movement, gesture, posture, expression and proxemics to tell a story, demonstrate character and create comedy.

Key Words	Definitions
Posture	Use of stance/bearing to show feelings.
Facial expression	Using your face to show emotion.
Gesture	Use of hands and head to express emotion or thought
Proxemics	Positioning of actors and objects on stage.
Movement	The way in which an actor uses their body to move like a character.
Audience	People watching a performance.
Character	The role you play.
Still image	A picture you create in a group.
Suspension of disbelief	Convincing the audience about what you are doing.
Mime	A style of theatre that focuses on physical movement or creating the impression of a prop that isn't there.
Plot	The Story.
Placards	A caption or title for a scene.
Body as prop	Using your body to create props and scenery.
Slapstick comedy.	Physical comedy that is exaggerated.
End on stage	A staging configuration with the audience at one end.



Arrow Tasks: Using a prop in a sketch, using placards to make the plot clear.



Wider Reading

Watch a Buster Keaton or Charlie Chaplin clip.

Watch a clip from Mr Bean and study Rowan Atkinson's facial expressions!

Research the history of silent movies.

What We Do:

- Explore physical acting skills, essential in any performance.
- Watch and analyse a short silent movie.
- Learn and experiment with a range of mime and slapstick techniques.
- Create and perform a silent movie scene to entertain an audience.
- Evaluate the work of another group.

Links to further resources: www.youtube.com/busterkeatonfilms.

[Return to contents page](#)

Subject: English

Year: 7

Topic: 'Coraline' by Neil Gaiman

I need to know some of the ideas associated with fantasy fiction. I need to begin to understand how to analyse a piece of text for the language used and the structures applied to it by the writer. I need to understand how writers entertain, scare and enthrall their readers.

Key Words	Definitions
Fantasy	The activity of imagining impossible or improbable things fiction based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets. an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic. be a warning or indication of (a future event). pull or twist out of shape a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. an instance of a wrong or misinterpreted perception of a
Science fiction	
Dystopia	
Foreshadow	
Distort Allegory	
Illusion	

Big questions of the text

- How does Coraline define bravery? In what ways does Coraline demonstrate bravery? What is your definition of bravery?
- Do the mirrors Coraline encounters in the real world and the other world reflect reality or illusion? How do you know? What is the significance of mirrors in Coraline?
- On page 120, Coraline says, "I don't want whatever I want. Nobody does. Not really. What kind of fun would it be if we just got everything we wanted? Just like that, and it didn't mean anything. What then?" Do you agree or disagree with her? How would you respond to her question?
- What is courage?
- How does Neil Gaiman use the features of a scary novel to entertain and interest his readers?
- What kind of a novel is this? How do we know?

Key characters

- **Coraline Jones** – The young explorer. She is curious, intelligent, resourceful, and courageous. Coraline is not afraid to face anyone; she is the most adventurous person in the book.
- **Mrs. Jones** – Coraline's mother. She is very busy most of the time, and sometimes a little inattentive, but she loves and cares about Coraline.
- **Mr. Jones** – Coraline's father. He works at his house on the computer. He cares about Coraline very much and is kind, brave, and helpful.
- **The Cat** – A black cat from Coraline's world. The cat acts as a mentor to Coraline and guides her through her journey.
- **The Other Mother** – An evil witch, who created much of the Other World, and the primary antagonist of the novel. She looks similar to Coraline's real mother but taller and thinner. She cannot create, but only copy, twist and change things from the real objects.
- **The Other Father** – A creation of the Other Mother in the image of Mr. Jones, the Other Father is used to help trick Coraline into staying in the Other World.
- **Miss Spink and Miss Forcible** – A pair of retired actresses who live in the flat under Coraline's.
- **Mr. Bobo** – A retired circus performer living in the flat above Coraline's; he is commonly referred to as the Crazy Old Man Upstairs. Mice to train, and doesn't listen to what he says to be messages from the mice.
- **The three ghost children** – The spirits of three children who were previous victims of the Other Mother.

Key themes

- The Importance of Overcoming One's Fears.
- Identity
- The Potential of Imagination.
- The Power of Choice.
- Deception and Illusions.
- The Harm of Manipulation.
- The Truth about Family

Suggested activities:

- Find another fantasy, scary or sci-fi novel to read. How many of the same techniques and ideas does the author use?
- As you read any fiction, think about what the key words of the extract are: why have they been used and what effect do they have?
- What order do the events get revealed in a book – why does the author decide to reveal them like that? What difference would it make if they had revealed information in a different order?

Links to further resources: <https://www.neilgaiman.com/>
<https://www.mousecircus.com/>
<https://www.readbrightly.com/best-young-adult-fantasy-books/>

[Return to contents page](#)

Subject: English

Year: 7

Topic: 'Treasure Island' by Robert Louis Stevenson

I need to know some of the ideas associated with nineteenth century fiction. I need to begin to understand how to analyse a piece of text for the language used and the structures applied to it by the writer. I need to understand how writers entertain, scare and enthrall their readers.

Main Characters		Context	Chapter Summaries	
Jim Hawkins	The first-person narrator of almost the entire novel. Jim is the son of an innkeeper near Bristol, England, and is probably in his early teens. He is eager and enthusiastic to go to sea and hunt for treasure.	Sea faring With a tradition of seafaring, Britain was well regarded as a maritime nation. It was a time of exploration with ships exploring the east/America etc.	PART I—"THE OLD BUCCANEER" An old sailor "Billy" Bones—lodges at the Admiral Benbow Inn, paying Jim Hawkins, a few pennies to keep a lookout for a one-legged "seafaring man". When Billy dies; Jim finds a sea chest, containing money, a journal, and a map. He and Dr.Livesey decide on an expedition to find buried treasure.	
Long John Silver	The cook on the voyage to Treasure Island. Silver is the secret ringleader of the pirate band. His physical and emotional strength is impressive. Silver is deceitful and disloyal.	Piracy The golden age of pirates was 1650-1680 and piracy often occurred in the Caribbean and Pacific Oceans. There were many real life pirates e.g. Blackbeard, a notorious pirate probably born in Bristol and who died in battle. Colonial powers (Britain, France, Spain) were trying to expand their colonies by sailing around the world and trading valuables, encountering pirates frequently.	PART II—"THE SEA COOK" Jim and friends travel to Bristol to find a ship (Hispaniola) and crew for the journey. We are introduced to "Long John" Silver and Captain Smollett. During the voyage Jim—concealed in an apple barrel—overhears Silver planning a mutiny.	
Dr Livesey	The local doctor. Dr. Livesey is wise and practical. Livesey exhibits common sense and rational thought while on the island, and his idea to send Ben to spook the pirates reveals a deep understanding of humanity.		PART III—"MY SHORE ADVENTURE" They arrive at the island and Jim sneaks ashore. While exploring he overhears Silver plotting and murdering several crewmen. Jim meets Ben Gunn who was marooned on the island by Silver and he agrees to help Jim.	
			PART IV—"THE STOCKADE" Jim's friends have abandoned ship and come ashore to occupy an old stockade. There is a battle for the stockade with the pirates. Jim finds the stockade and joins them. The next morning, Silver appears under a flag of truce. Jim and friends refuse to hand over the map and Silver threatens attack, another battle begins.	
			PART V—"MY SEA ADVENTURE" After the battle several of Jim's friends are either killed or wounded. Jim escapes and finds the pirate ship abandoned, which he then takes control of. Once on board he realises a pirate still remains. They reach a truce but in the end the pirate betrays Jim. There is a battle which Jim wins. Jim returns to the stockade.	
			Key themes	Key skills we are working on
			The search for heroic role models; the futility of desire; the lack of adventure in the modern age; the hunger for adventure; the vanity of pursuing wealth; the process of growing up and proving oneself.	Writing in clear, controlled, varied sentences. Correct use of punctuation. Correct and controlled use of tense. Dialogue punctuated correctly. Extensive and ambitious vocabulary.

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. Treasure Island features a conflict between respectful gentlemen and carefree pirates. In his works, like in Dr. Jekyll and Mr. Hyde, the good and the bad are always bound to each other: the dastardly pirate Long John Silver remarks how similar he is to the novel's upstanding young hero, Jim Hawkins. Stevenson also travelled to California and eventually moved to Samoa, in the Pacific Ocean, to try to recover from illness. He died here in 1894.

[Return to contents page](#)

Topic: Ultimate Questions

I need to know:

- The different beliefs about the existence of God and reasons why they have those beliefs
- The different ideas of how the universe and humans came to exist
- A wide range of views and arguments on the issue of the existence of the soul

Key Words and Definitions (*Key concepts used in GCSE)



- **Atheist** – Someone who believes that there is no God
- **Theist** – Someone who believes that there is a God
- **Agnostic** – Someone who believes that we cannot know if there is a God
- **Fundamentalist Christian** – A Christian who believes that the Bible contains the direct words of God and describes actual events that have occurred. For example, they would believe the story of creation in the Bible literally describes how God created the universe.
- **Liberal Christian** – A Christian who believes in God and the moral teachings of Christianity, but believe the Bible contains the words of people about God and therefore should not be taken literally. For example, they would not believe the creation story is literally true but a metaphor to show God's power.
- **Big Bang theory** – A scientific explanation of the first moments of the existence of the universe, describing how a dense, hot point of singularity expanded and formed matter
- **Evolution*** – The process by which different living creatures are believed to have developed from earlier less complex forms during the history of the earth
- **Soul*** – The spiritual aspect of a being; that which connects someone to God. The soul is often regarded as non-physical and as living on after physical death, in an afterlife
- **Dualism** – The idea that there are two parts of a person; the physical body and the spiritual soul. The soul can separate after death.
- **Materialism** – The idea that a person is made up of their physical body only and there is no other separate part to a person

Origins of the universe



- Many theists, including Christians, believe the universe was created by God
- Fundamentalist Christians believe the Book of Genesis in the Bible describes how God created the world in seven days
- Genesis describes how God made light first and humans last. Humans were specially made differently from animals and given a specific role in Creation.

"God said 'Let there be light' and there was light." (Genesis 1:3)

"God said 'Let us make mankind in our image, in our likeness, so that they may rule over ... [all the animals] ...'" (Genesis 1:26)

- Liberal Christians believe that this description in Genesis is a metaphor to show that God created the world (but not how) and to show God's omnipotence.
- Liberal Christians believe science explains *how* the universe began and how humans developed
- Atheists also believe that the universe began through scientific processes. They would reject beliefs in a creator God.

"Science is the poetry of reality" (Richard Dawkins)



The Soul



- There are many views on the soul, including: -
 - The soul is a part of us, separate to our physical bodies
 - It gives us the ability to be good and moral
 - It is very special
 - It is God-given and connected to God
 - It makes us human
 - It does not exist
- Fundamentalist Christians believe that God gave Adam his soul

"Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being." (Genesis 2:7)

- People who believe in a soul may use the following evidence to support this:
 - We can reason
 - We can make moral decisions
 - N.D.E.s
- People who reject the belief in a soul may use the following evidence to support this:
 - No conclusive scientific evidence
 - We have evolved to make moral decisions

"There is no mystic jelly..." (Richard Dawkins)

Arrow Tasks – You could enhance your learning by visiting one of the suggested websites below. Evaluation question challenges – 'Science is the only explanation for the origins of the universe'. Discuss. 'It is reasonable to have a belief in God.' Discuss. 'There is no such thing as a soul.' Discuss.

Links to further resources: www.bbc.com/bitesize (GCSE>RE>WJEC>Life and Death and/or Christian beliefs and teachings)

Topic: Why are people good and bad? The Fall.

I need to know:

- How Christian beliefs about the relationship of God and humanity are revealed in Genesis 1 and 2.
- Explain the nature of the texts in Genesis 1, 2 and 3, giving at least two examples of how they have been interpreted by Christians and why.
- Examples for the impact of believing that people are made in the image of God and how being made in the image of God has influenced how people live and behave, whether Christian or not.
- Explain how the idea of the 'Fall' and how this is a significant part of the 'salvation narrative'.
- Explain the impact of Genesis 3 including how belief in the Fall has affected the treatment of women.
- Evaluate personally and impersonally how far this helps to make sense of the world.

Key Words and Definitions

- **Genesis:** Origins/ beginning. The first book in the Bible.
- **The Fall:** The transition of the first man and woman from a state of obedience to God to a state of guilty disobedience.
- **Original sin:** The first sin when humanity disobeyed God's instruction.
- **Fallen:** Sinful humanity.
- **Transcendent:** God is outside of the world and beyond all things. He is not limited by the rules of nature.
- **Omnipotent:** All-powerful.
- **YHWH (Yahweh):** The name for the personal God of the Hebrew people.
- **Imago Dei:** Image of God.
- **Fundamentalist Christian:** A Christian who believes that the Bible contains the direct words of God and describes actual events that have occurred.
- **Liberal Christian** – A Christian who believes in God and the moral teachings of Christianity, but believe the Bible contains the words of people about God and therefore should not be taken literally.
- **Salvation:** To be saved. The idea that Jesus paid the ransom for human sin, which released humans from captivity and allowed them to be saved.



Imago Dei (Image of God)

Many Christians believe we are made in the image of God. In Genesis 1:26-30, God creates humans that are made 'in our image', the image of God. Christians interpret this idea of being made 'in the image of God' differently...

- Image and likeness are distinct ideas
- Refers to mental and spiritual faculties that humans share with their creator.
- Physical resemblance.
- Makes humans God's representatives on earth.
- Human capacity to relate to God.

The relationship between God and humanity

In Genesis 2, it focuses more on the relationship between God's relationship with humanity and the natural world. God puts limits on their authority over nature: for example, they are forbidden to eat fruit from the tree of knowledge of good and evil.



The Fall

The book of Genesis – the first book in the Bible – opens with God's creation and gift of a perfect world to humans. These two humans – Adam and Eve disobey and betray God's trust. As a consequence, they must leave God's perfect garden into a world where they are no longer protected from suffering. Read the story from Genesis 3 on the next page.

The Salvation Narrative

Genesis chapter 3 offers an account of how sin entered the world through the disobedience of Adam and Eve. For many Christians this means humanity is fallen and sinful. The fallen state gives an opportunity for forgiveness, salvation and redemption. Most Christians believe that through Jesus' crucifixion they can be saved. Jesus was a sacrifice that paid for human sin. This was a ransom for sin which released humans from captivity and allowed them to be saved.

Other scholars

Augustine: He believed that as a result of the original sin committed by Adam and Eve, all humans are born sinful. The corruption and guilt of Adam and Eve are transmitted through the generations.

St Paul: In Romans 5:12-14, talks about sin entering the world through one man which many believe would be Adam. Some Christians may argue that this is mythological rather than historical view.

The French writer and philosopher **Blaise Pascal** (sixteenth century) wrote the 'glory and wretchedness of humanity'.

The Christian Feminist Theology

This is a movement that argues that God does not discriminate on the basis of gender. It stands up for the rights of women, aims to have equal rights in the home and looks for a less male version of God. Christian feminists may argue that women's voices need to be heard to gain a complete understanding of what it means to be human and a Christian.

Topic: Why are people good and bad? The Fall.

Genesis 1:26-31

²⁶ Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals,^[a] and over all the creatures that move along the ground." ²⁷ So God created mankind in his own image, in the image of God he created them; male and female he created them. ²⁸ God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." ²⁹ Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. ³⁰ And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food." And it was so ³¹ God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

Genesis 2:5-25

⁵ Now no shrub had yet appeared on the earth^[a] and no plant had yet sprung up, for the LORD God had not sent rain on the earth and there was no one to work the ground, ⁶ but streams^[b] came up from the earth and watered the whole surface of the ground. ⁷ Then the LORD God formed a man^[c] from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. ⁸ Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. ⁹ The LORD God made all kinds of trees grow out of the ground—trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil. ¹⁰ A river watering the garden flowed from Eden; from there it was separated into four headwaters. ¹¹ The name of the first is the Pishon; it winds through the entire land of Havilah, where there is gold. ¹² (The gold of that land is good; aromatic resin^[d] and onyx are also there.) ¹³ The name of the second river is the Gihon; it winds through the entire land of Cush.^[e] ¹⁴ The name of the third river is the Tigris; it runs along the east side of Ashur. And the fourth river is the Euphrates. ¹⁵ The LORD God took the man and put him in the Garden of Eden to work it and take care of it. ¹⁶ And the LORD God commanded the man, "You are free to eat from any tree in the garden; ¹⁷ but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die." ¹⁸ The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him."

¹⁹ Now the LORD God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. ²⁰ So the man gave names to all the livestock, the birds in the sky and all the wild animals. But for Adam^[f] no suitable helper was found. ²¹ So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs^[g] and then closed up the place with flesh. ²² Then the LORD God made a woman from the rib^[h] he had taken out of the man, and he brought her to the man. ²³ The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man." ²⁴ That is why a man leaves his father and mother and is united to his wife, and they become one flesh. ²⁵ Adam and his wife were both naked, and felt no shame.

Genesis 3 — The Fall

³ Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden?'" ² The woman said to the serpent, "We may eat fruit from the trees in the garden, ³ but God did say, 'You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.'" ⁴ "You will not certainly die," the serpent said to the woman. ⁵ "For God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil."

⁶ When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. ⁷ Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.

⁸ Then the man and his wife heard the sound of the LORD God as he was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden. ⁹ But the LORD God called to the man, "Where are you?" ¹⁰ He answered, "I heard you in the garden, and I was afraid because I was naked; so I hid." ¹¹ And he said, "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?" ¹² The man said, "The woman you put here with me—she gave me some fruit from the tree, and I ate it." ¹³ Then the LORD God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate."

¹⁴ So the LORD God said to the serpent, "Because you have done this, 'Cursed are you above all livestock and all wild animals! You will crawl on your belly and you will eat dust all the days of your life. ¹⁵ And I will put enmity between you and the woman, and between your offspring^[a] and hers; he will crush^[b] your head, and you will strike his heel. ¹⁶ To the woman he said, 'I will make your pains in childbearing very severe; with painful labour you will give birth to children. Your desire will be for your husband, and he will rule over you.'

¹⁷ To Adam he said, "Because you listened to your wife and ate fruit from the tree about which I commanded you, 'You must not eat from it,' 'Cursed is the ground because of you; through painful toil you will eat food from it all the days of your life. ¹⁸ It will produce thorns and thistles for you, and you will eat the plants of the field. ¹⁹ By the sweat of your brow you will eat your food until you return to the ground, since from it you were taken; for dust you are and to dust you will return.

²⁰ Adam named his wife Eve, because she would become the mother of all the living.

²¹ The LORD God made garments of skin for Adam and his wife and clothed them. ²² And the LORD God said, "The man has now become like one of us, knowing good and evil. He must not be allowed to reach out his hand and take also from the tree of life and eat, and live forever." ²³ So the LORD God banished him from the Garden of Eden to work the ground from which he had been taken. ²⁴ After he drove the man out, he placed on the east side^[a] of the Garden of Eden cherubim and a flaming sword flashing back and forth to guard the way to the tree of life.

Subject: French

Year: 7 Autumn Term 2

Topic: Mon Collège

I need to be able to: recognise and use a range of verbs, nouns and adjectives. I need to be able to describe myself and aspects of life at school.

Key Words	Definitions
Verb	Words which tell you the action
Subject pronouns	Words that tell you who is doing the action. (I, you, he, she, it, we, you(pl), they)
Noun	A place, person or a thing.
Gender	In French, nouns and adjectives can be either masculine or feminine.
Adjective	Words which describe nouns. In French adjectives are the same gender as the noun which they describe.
Definite article	'the'
Indefinite article	'a' 'some'
Singular	One
Plural	More than one
Positive phrase	'is', 'do' 'does'
Negative phrase	'is not', 'does not', 'don't', 'never'
Possessive adjectives	My (in French, there are 3 forms; masculine, feminine and plural)

Avoir = to have

J'ai = I have

Tu as = you have

Il a = he has

Elle a = she has

On a = we have

Être = to be

Je suis = I am

Tu es = You are

Il est = He is

Elle est = she is

On est = we are

Aller = to go

Je vais - I go/ I am going

Tu vas - You go/you're going

Il va - he goes/he is going

Elle va = she goes/she is going

Present tense of "er" verbs

"er" verbs end in "er" in the **infinitive** (jouer = to play regarder = to watch). The ending of the verb changes depending on who is doing the action

Je joue = I play

Tu joues = you play

Il/elle joue = he/she plays

On joue = we play

Arrow Tasks: Find out about school life in the Francophone world or design a poster and label in French your ideal ECO School

Gender: all nouns in French are masculine or feminine

Le = the (masculine noun)

La (feminine noun)

les = the (plural nouns)

WOW

Ça marche - It works!

être tête en l'air - To be distracted

	français	anglais
1	Tu aimes les matières scolaires?	Do you like the school subjects?
2	J'aime le français et le théâtre, c'est génial!	I like French and Drama, they're great!
3	J'aime assez l'histoire, c'est facile	I quite like History, it's easy
4	...mais je n'aime pas les maths, c'est difficile	...but I don't like Maths, it's difficult
5	J'aime beaucoup les arts plastiques, c'est marrant	I really like Art, it's fun
6	...mais je déteste les sciences, c'est ennuyeux	...but I don't like Science, it's boring
7	J'adore l'EPS et la technologie, c'est intéressant	I love PE and technology, it's interesting
8	Ma matière préférée, c'est l'anglais, le prof est sympa	My favourite subject is English, the teacher is nice
9	Quelle heure est-il?	What time is it?
10	Il est.. huit heures	It's eight o'clock
11	Il est neuf heures et quart	It's quarter past nine
12	Il est dix heures et demie	It's half past ten
13	Il est trois heures moins le quart et j'ai les maths	It's quarter to three and I have maths

14	Il est midi/ minuit et je dor!	It's midday/ midnight and I'm asleep
15	Qu'est-ce que tu vas faire après collège ?	What are you going to do after school?
16	Moi, je vais travailler comme vétérinaire, mais moi j'ai la tête dans l'air !	I am going to work as a vet, but I get distracted!
17	Mon frère va devenir photographe, car il adore prendre des photos	My brother is going to become photography, because he loves taking pictures.

[Return to contents page](#)

Topic: Global Issues

I need to know: In this topic, you will explore different issues that are impacting our planet today. From natural hazards, health, and inequality to a rapidly growing global population, you will investigate what these issues are, who is most affected and come up with your own solutions. This introduction topic will get you thinking like a Geographer!

Key Words	Definitions
Global	in or having to do with the whole earth.
Global Issue	a global issue is any issue that negatively affects the global community and environment.
Population	the whole number of people living in a country, city, or area.
Impact	something has on a situation, process, or person is a sudden and powerful effect that it has on them.
Environmental Impact	An effect on the environment (nature).
Social Impact	An effect on humans (people).
Economic Impact	An effect on money and jobs (wealth).
Standard of living	How well a person or a population lives. For example, are they educated? Do they have a safe/ secure home? Do they have access to healthy food and water?
Global Citizen	A global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.
Your teacher will give you any more key words that you learn about	



Arrow Tasks:

These tasks will be asked of you in lesson to help extend and further your understanding. Can you have a go at any now?

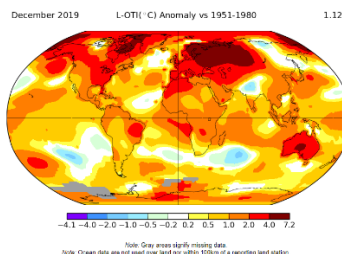
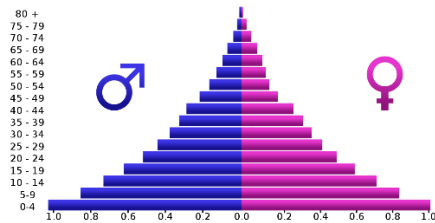
- If we know deforestation is damaging the planet and wildlife, why do humans continue to chop the rainforest down?
- Why do you think that there is inequality in the way people live across the world?
- How does health affect people's standard of living?
- What is the biggest global issue facing us today? Use evidence and examples to answer this question.

Homework Tasks: These are some examples of homework tasks you might get for this topic to help develop your geographical skills. Your teacher will explain the tasks in more detail, especially if they give you one not listed here.

- Research another natural disaster, pick one that you are really interested in. Find out where, when, what, why and who (was most affected).

What are global issues?

Geography covers a huge variety of topics. Quite often, these are the issues and events that are 'in the news'. In this introductory unit into Geography at Liskeard school, we will investigate some of the biggest issues facing the Earth today using examples from current news. Below are images of some of the issues you may study...



Investigating Global Issues:

Why are we looking at global issues?

- You are part of what we call the 'global community', so it is important that you understand some of the problems that faces the world, as you are part of it!
- You will be able to link knowledge from your Geography lessons to what is going on around the world today. This means you will closely watch the news!
- You will develop empathy and understanding for different experiences and circumstances.
- You will form your own opinions based on information.
- You will develop as a global citizen.

Links to Further Resources

World Geography Games

This website may be useful for some of your skills homework tasks - <https://world-geography-games.com/>

Newsround

This will be helpful to stay up to date with the latest global issue

<https://www.bbc.co.uk/newsround>

Science Daily

For more geoscience topics, for example 'climate change'.

National Geographic

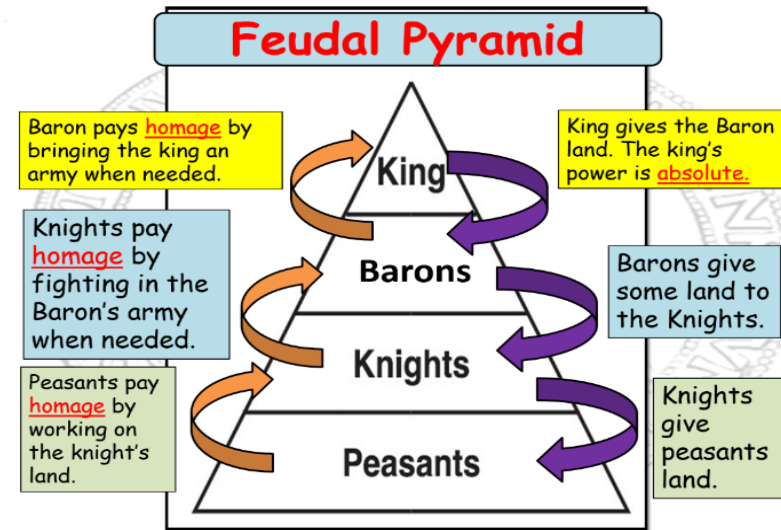
Attached are some activities and games that you may want to try for fun!

<https://www.nationalgeographic.org/idea/fun-geography/>

Topic: Life in Norman England

I need to know: William used a range of methods to keep control of England after he won the Battle of Hastings: Castles and the Feudal System along with the Domesday Book. Castles developed over time to become stronger and harder to attack. What life was like in medieval towns and villages: trials were often very unfair and punishments were severe, while on feast days villagers could have fun and play sports and games.

Key Words	Definitions
Motte	The 'hill part' of a Motte and Bailey Castle
Bailey	The 'living area' of a Motte and Bailey Castle
Moat	A ditch around the moat (usually empty)
Gatehouse	Entrance to the castle
Crenel	The gap in the battlements
Merlon	The stone built up section of battlement
Trebuchet	A large catapult used to attack castles
Siege Tower	A mobile tower used to try and get over battlements and into a castle
Portcullis	A very heavy lattice gate to block the entrance to a castle
Murder hole	A hole in the roof of the castle entrance down which boiling oil and water can be poured
Baron	A rich and powerful land owner
Peasant	A person seen to be at the bottom of society
Feudal System	Method of control using land and loyalty
Stoolball	A game in which men tried to throw a ball at a lady sat on a stool in order to get a kiss!
Feast days	The version of a holiday in the middle ages
Ordeal by fire	If a burn from a red-hot iron bar heals in 3 days you're innocent of the accused crime
Fines	A punishment for smaller crimes like small theft
High treason	A crime against king or county that is punishable by hanging.



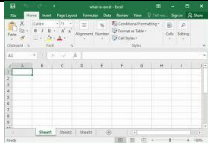


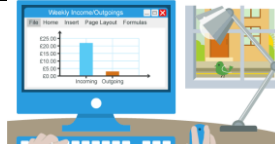
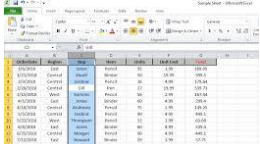
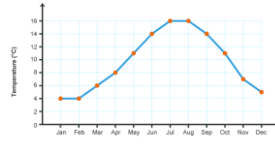
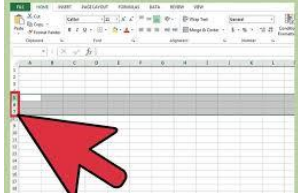

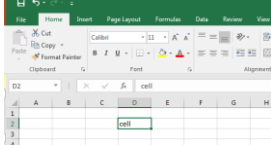

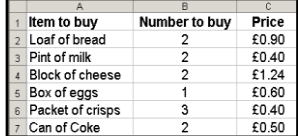
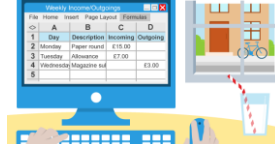
Attacking and defending a castle	
Attacking Methods	Defending Methods
Fire arrows	Moat
Trebuchet	Drawbridge
Battering Ram	Portcullis
Siege Tower	Murder hole
Tunnelling	Arrow slits

Arrow Tasks: What was the most important method that William used to control the country?

Which attacking method is most effective? How about most effective defensive method?

Links to further resources: <https://www.bbc.com/bitesize/guides/zsjnb9q/revision/6>

I need to know: In this unit you will be able to write **formulae** and **functions** and **COUNTIF** statements. You will be able to **format** a spreadsheet for a purpose. You will use a **database** to create **Charts** and **analyse** the **findings**. This unit will give you a good set of skills that you can use in computing lessons and in other subject areas.

Key Words	Definitions	Image	Formulas	What does it do?	Example	Examples of spreadsheets.
Spreadsheet	A spreadsheet is used for storing information and data.		SUM	Adds the values in the selected cells	=SUM(B2:B25)	
Microsoft Excel	The most common spreadsheet application, although there are other spreadsheets available.		COUNT	Counts how many of the selected cells have numbers in them	=COUNT(B2:B25)	
Column	Labelled with letters.		AVERAGE	Finds the average value	=AVERAGE(B2:B25)	
Rows	Labelled with numbers		SUM	Adds the values in the cells	=SUM(B2:B25)	
Cell	Has a unique Cell Reference e.g. in this example it is D2		MIN	Finds the smallest value.	=MIN(B2:B25)	
Label	Is a piece of TEXT that you add to a spreadsheet to help describe the numbers.		MAX	Finds the largest value.	=MAX(B2:B25)	

Arrow Tasks: Can you speak to someone in your family to see if they use a spreadsheet in their jobs or School/ College/University.

What do I need to be able to do?

By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

Equality: two expressions that have the same value

Equation: a mathematical statement that two things are equal

Equals: represented by '=' symbol – means the same

Solution: the set or value that satisfies the equation

Solve: to find the solution.

Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)

Term: a single number or variable

Like: variables that are the same are 'like'

Coefficient: a multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable)

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

@whisto_maths

Equality

$$2 + 14 = 5 + 5 + 6$$

16 16

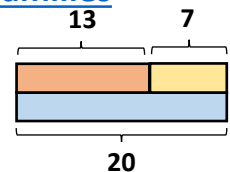
"Is equal to"

The sum on the left has the same result as the sum on the right

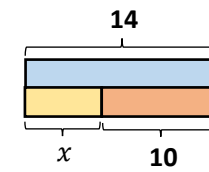
Saying it out loud sometimes helps you to understand equality

Fact Families

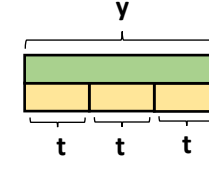
Use a bar model to display the relationships between terms and numbers.



$$\begin{aligned} 13 + 7 &= 20 & 20 - 7 &= 13 \\ 7 + 13 &= 20 & 20 - 13 &= 7 \end{aligned}$$



$$\begin{aligned} x + 10 &= 14 & 14 - 10 &= x \\ 10 + x &= 14 & 14 - x &= 10 \end{aligned}$$



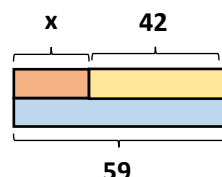
$$\begin{aligned} t + t + t + t &= y & y - t - t - t &= t \\ 3 \times t &= y & y \div 3 &= t \\ 3t &= y & y \div t &= 3 \end{aligned}$$

Solve one step equations (+/-)

$$x + 42 = 59$$

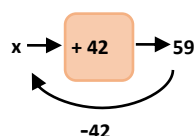
$$\begin{aligned} x + 42 &= 59 \\ 42 + x &= 59 \end{aligned}$$

$$\begin{aligned} 59 - x &= 42 \\ 59 - 42 &= x \end{aligned}$$



There is more to this than just spotting the answer

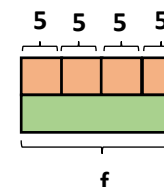
Don't forget you know how to use function machines

**Solve one step equations (x/÷)**

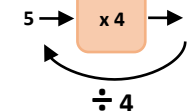
$$\frac{f}{4} = 5$$

$$\begin{aligned} f \div 4 &= 5 \\ f \div 5 &= 4 \end{aligned}$$

$$\begin{aligned} 5 \times 4 &= f \\ 4 \times 5 &= f \end{aligned}$$



Don't forget you know how to use function machines

**Like and unlike terms**

Like terms are those whose variables are the same

$3x$ and $5x$ are like terms

the variable is the same

$3x$ and $5y$ are unlike terms

the variables are NOT the same

Examples and non-examples

Like terms
 $y, 7y$
 $2x^2, x^2$
 $ab, 10ba$
 $5, -2$

Un-like terms
 $y, 7x$
 $2x^2, 2c^2$
 $ab, 10a$
 $5, -2t$

Note here ab and ba are commutative operations, so are still like terms

Equivalence

Check equivalence by substitution e.g. $m=10$

$$\begin{aligned} 5m &= 5 \times 10 = 50 \\ 2 \times 2m &= 2 \times (2 \times 10) = 2 \times 20 = 40 \\ 7m - 3m &= (7 \times 10) - (3 \times 10) = 70 - 30 = 40 \end{aligned}$$

Equivalent expressions

Repeat this with various values for m to check

$$5m$$

$$2 \times 2m$$

$$7m - 3m$$

Collecting like terms & the symbol

The \equiv symbol means equivalent to.

It is used to identify equivalent expressions

Collecting like terms

Only like terms can be combined

$$4x + 5b - 2x + 10b$$

$$4x + 5b - 2x + 10b$$

$2x + 15b$

Common misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x^2 and x terms are un-like terms so can not be collected

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals;
- use the symbols =, ≠, ≤, ≥
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

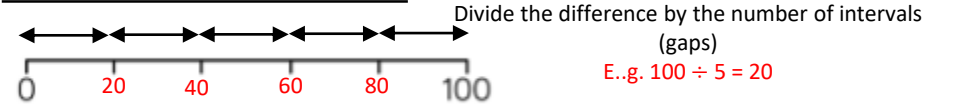
Three billion, one hundred and forty eight million, thirty three thousand and twenty nine
1 billion 1, 000, 000, 000
1 million 1, 000, 000

Compare integers using <, >, =, ≠

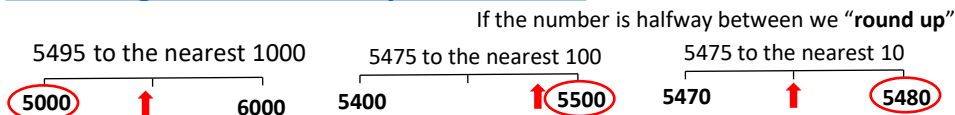
< less than
> greater than
= equal to
≠ not equal to

Two and a half million 2 500 000
300 000 000 Three billion
Six thousand and eighty 68 000

Intervals on a number line



Rounding to the nearest power of ten



Range Spread of the values

Difference between the biggest and smallest
3 9 8 12
Range: Biggest value – Smallest value
12 – 3 = 9
Range = 9

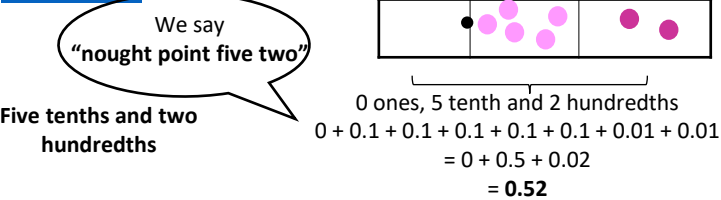
Median The middle value

Example 1) 4 3 9 8 12
Median: put them in order 3 4 8 9 12
find the middle number 3 4 **8** 9 12
Example 2 Median: put the in order
150 154 148 137 148 **150 154** 158 160
137 160 158
152

Keywords

- Approximate:** To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
- Integer:** a whole number that is positive or negative
- Interval:** between two points or values
- Median:** A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.
- Negative:** Any number less than zero; written with a minus sign.
- Place holder:** We use 0 as a place holder to show that there are none of a particular place in a number
- Place value:** The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
- Range:** The difference between the largest and smallest numbers in a set
- Significant figure:** A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

Decimals

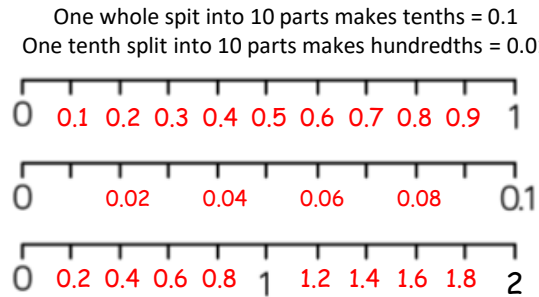


Comparing decimals

Ones	Tenths	hundredths
	0.1 0.1	0.1
One s	Tent hs	hundre dths
	0.1	0.01 0.01

Which the largest of 0.3 and 0.23?
0.3 > 0.23
“There are more counters in the furthest column to the left”
0.30
0.23
Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Decimal intervals on a number line



Round to 1 significant figure

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages.

Keywords

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

Placeholder: a number that occupies a position to give value

Interval: a range between two numbers

Tenth: one whole split into 10 equal parts

Hundredth: one whole split into 100 equal parts

Sector: a part of a circle (often referred to as looking like a piece of pie)

Recurring: a decimal that repeats in a given pattern

Tenths and hundredths

One **Whole** = 1

One **tenth** (one whole split into 10 equal parts) = $\frac{1}{10} = 0.1$

One **hundredth** (one whole split into 100 equal parts) = $\frac{1}{100} = 0.01$

On a number line

One whole – split into 10 equal parts

One tenth = $\frac{1}{10} = 0.1$

One tenth – split into 10 equal parts

One hundredth = $\frac{1}{100} = 0.01$

Fifths

Twenty hundredths

One **Whole** = 1

One tenth

Two tenths = one fifth

One **fifth** (one whole split into 5 equal parts) = $\frac{1}{5} = 0.2$

Percentages on a hundred grid

100% = a whole = 100 hundredths

7 hundredths
7 out of 100
7%

6 tenths
3 hundredths
63 hundredths
63%

Quarters

One **quarter** (one whole split into 4 equal parts) = $\frac{1}{4} = 0.25$

Twenty five hundredths

One whole

One half = 0.5

One quarter = 0.25

Simple pie charts

Split into 10 parts = 10% = 36°

Split into 2 parts = 50% = 180°

Split into 5 parts = 20% = 72°

A pie chart has 360° so all FDP calculations are out of 360

Equivalent fractions

Represent equivalence with fraction walls

Whole	$\frac{1}{1}$
$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{10}$	$\frac{1}{10}$
$\frac{1}{12}$	$\frac{1}{12}$

Fractions – on a diagram

The denominator is represented by EQUALLY sized parts – this is split into quarters

Fractions – on a number line

One whole split into 18 equal parts
18 is the **denominator**

This point is at the 6th part
6 is the **numerator**

$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

Convert FDP

$\frac{70}{100}$ → This also means $70 \div 100$ → 70 out of 100 squares → 70 hundredths = 70%

Using a calculator → $\frac{70}{100}$ → This will give you the answer in the simplest form → 0.7

SD button → Will convert to a decimal

× 100 converts to a percentage

Be careful of recurring decimals
e.g. $\frac{1}{3} = 0.333333$
 $3 = 0.\dot{3}$
The dot above the 3

[Return to contents page](#)

Topic: Rhythm Grids (Autumn Term 2)

I need to be able to: Read basic patterns of rhythms accurately within an ensemble setting.

Key Words	Definitions
Texture	Thickness of sound
Timbre	Tone colour of instruments
Tempo	Speed of the music
Structure	Sections within the music
Poly-rhythm	Rhythms fit together
Dynamics	Contrasts of Loud and quiet
Duration	Length of musical notes
Pitch	High and low
Crotchet	Whole note
Quaver	Half note
Semi-quaver	Quarter note



Cross Rhythms Polyrhythms

- the complex rhythm played by the drummers create polyrhythms, often with stresses that conflict with each other and with the steady constant beat of the timeline- creating cross rhythms. The result is a polyrhythmic texture.

Diagram illustrating musical notation symbols and their corresponding note values:

- Whole note (crotchet): Represented by a single horizontal line.
- Half note (quaver): Represented by a single horizontal line with a vertical stem.
- Quarter note (semi-quaver): Represented by a single horizontal line with a vertical stem and a flag.
- Rests: Represented by horizontal lines with vertical stems and flags.

Arrow Tasks: Transfer some of your rhythms into actual notation using crotchet, quaver, and semi-quaver beats. Explain which of these beats you have used within your created rhythm.







Links to further resources:


<https://www.musical-u.com/learn/making-sense-of-polyrhythms/>

Concept: Attacking and Defending in Invasion Games

The big picture: Invasion games are team games in which we try to invade the other team's space. There are normally two teams, two goals and the idea is to outscore the opposition. In Year 7 we learn the basic skills of sending, receiving and dribbling a ball. We also begin to understand the concept of attacking, defending. We learn the basic rules of a number of different invasion games as well as the importance of showing respect and kindness towards our teammates and opponents. **Key Concepts** **How do we attack?** (keep possession, create space, score). **How do we defend?** (regain possession, deny space, stop scoring). **The value of PE for Life and Physical Health.**



Physical Literacy – Motor Competence			
Motor Skill		Definition	How do I do this?
Dribbling		To move with the ball, keeping it in your possession.	Keep the ball close to you using soft touches. Push the ball slightly ahead of you when you are dribbling at speed.
Passing		To give the ball to another member of your team.	Look where teammates are before passing. Check carefully for opposition players. Pass away from defenders to keep possession.
Finding Space		To find a space away from other players.	Look at where team-mates and opposition players are. Move into a space away from them. Call to teammates when you are free.
Tackling + Intercepting		To win the ball back from an opponent	Press the person on the ball and either take them or the ball. Anticipate where the ball is going to be played and get in its way.
Dodging		To avoid the opposition using movement.	Bend low when changing direction. Turn your body to face a new direction. Accelerate into space after changing direction.
Marking		To stay close to an opposition player.	Stand sideways so that you can see both the attacker and the ball. Stay close to the attacker, following movements.

Life Skills	
Cooperation Working together and helping others so that they can succeed. 	Communication Giving and receiving information from teammates, through speaking, listening and body language.
Active listening It's a simple way of showing that you understand and have listened to what's being said. Face the speaker, maintain eye contact, stay focused, ask relevant questions.	Teamwork Teamwork is essential to playing an invasion game as it requires the effort of every member on the team, working together to reach a common <u>goal</u> .
Physical Literacy – Knowledge of rules, strategies and tactics	
Key Rules Netball - You cannot travel with the ball or hit the ball out of a player's hands. You must stand 3 feet away from the person you are defending. You cannot hold the ball for more than 3 seconds. You score by getting the ball into the opponent's net. Hockey - Players can only hit the ball with the flat side of their stick and apart from the goalkeeper you are not allowed to use your feet, or any other parts of the body, to control the ball. You can only score a goal from inside the 'D'. Shin pads are compulsory. Football - players can use any part of their bodies apart from their arms/hands to control the ball. Shin pads must be worn. If the ball touches or crosses the side-line, it is a throw-in. The GK can only handle the ball in their box. The aim is to score in the opponent's goal. Rugby - The aim is to get the ball over the opponent's line and force it to the ground to score. Players may only pass backwards. Players can carry the ball and run with it in any direction. Players can tackle opposition players to the ground.	Strategies common to all invasion games Winning and keeping possession of the ball. Creating space and moving into space to receive passes. Creating scoring opportunities. Prevent the opposition from scoring by denying space +applying pressure to win the ball back.

Health and Wellbeing

Being active is important for **physical health and wellbeing**. **Health** is a state of complete physical, mental and social well-being. **Fitness** is the ability to fulfil a particular physical task. **Invasion games promote many different areas of fitness that keep us healthy**. **Skill Related components of fitness** include **balance, agility, reaction time and coordination**. **Coordination** is the ability of parts of the body to work together to move smoothly, like when you jump and catch. **Balance** enables us to remain upright and steady and not be pushed off the ball. **Agility** is the ability to move quickly and change direction, this can be important when dodging to get free. **Reaction time** is how long it takes us to react to a stimulus, like a pass. **These areas of fitness are also needed in everyday life.**

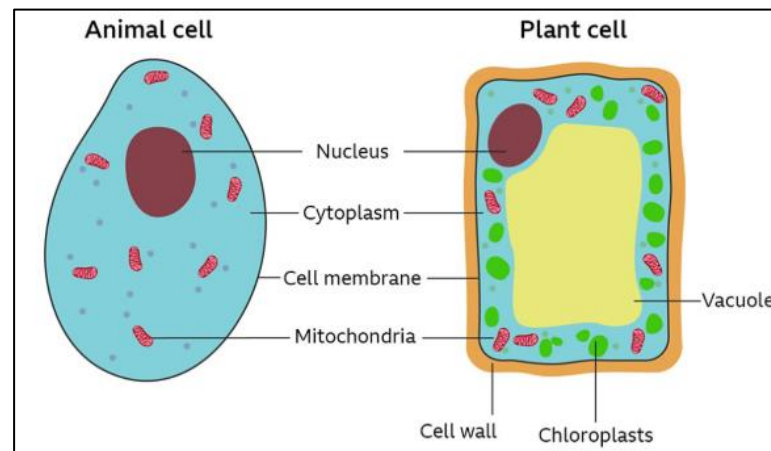
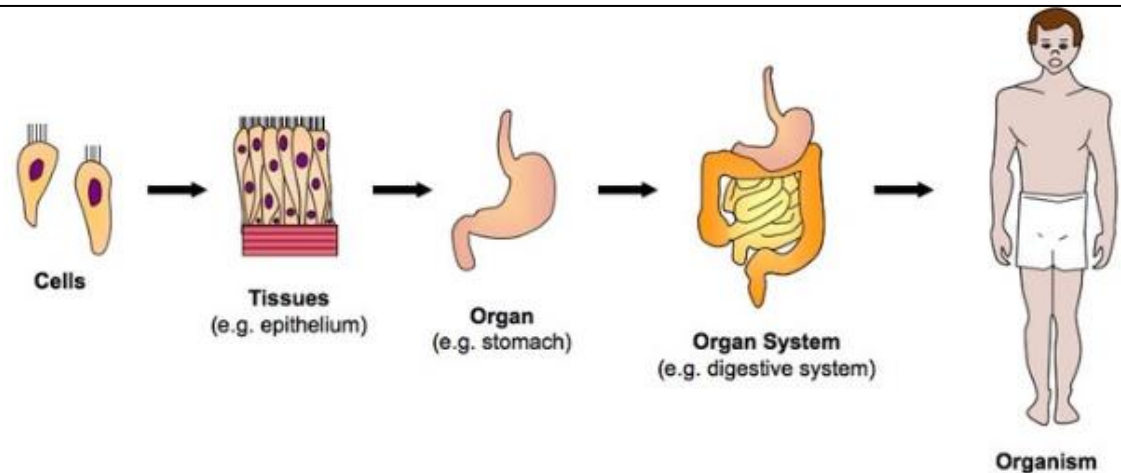
Topic: Cells

I need to be able to: Identify the principle features of a cheek cell and describe their functions

Key Words	Definitions
Cell	The unit of a living organism, contains parts to carry out life processes
Uni-cellular	Living things made up of one cell.
Multicellular	Living things made up of many types of cell.
Tissue	Group of cells of one type.
Organ	Group of different tissues working together to carry out a job.
Diffusion	One way for substances to move into and out of cells.
Structural adaptations	Special features to help a cell carry out its functions.
Cell Membrane	Surrounds the cell and controls movement of substances in and out.
Nucleus	Contains genetic material (DNA) which controls the cell's activities.
Vacuole	Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.
Mitochondria	Part of the cell where energy is released from food molecules.
Cell Wall	Strengthens the cell. In plant cells it is made of cellulose.

Arrow Tasks: Research images of cells parts taken using a TEM and SEM. Find out how to use the magnification equation to find the size of part of cells

Why does it matter? Find out how doctors use an understanding of cells to diagnose and treat disease
<https://www.cancer.org/treatment/understanding-your-diagnosis/tests/testing-biopsy-and-cytology-specimens-for-cancer/what-doctors-look-for.html>
<https://labtestsonline.org.uk/articles/cellular-pathology>



	SPERM CELL	Long tail for swimming Head for getting into the female cell
	OVUM (egg cell)	Large Contains lots of cytoplasm
	NERVE CELL	Long connections at each end can carry electrical signals
	RED BLOOD CELL	Large surface area Contains haemoglobin, which joins with oxygen
	ROOT HAIR CELL	Large surface area
	LEAF PALISADE CELL	Large surface area Lots of chloroplasts
	XYLEM CELL	Hollow so it conducts water Strong cell walls

Links to further resources: <https://www.khanacademy.org/science/biology/structure-of-a-cell>
http://www.biology4kids.com/files/cell_main.html

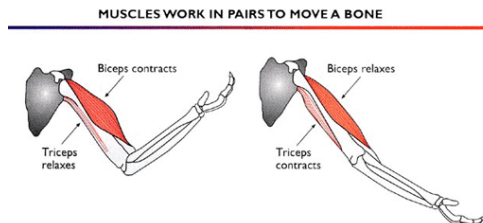
Topic: Movement

I need to be able to: Explore how the skeletal and muscular system work together to cause movement

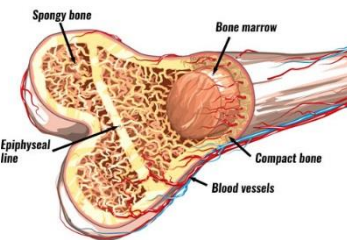
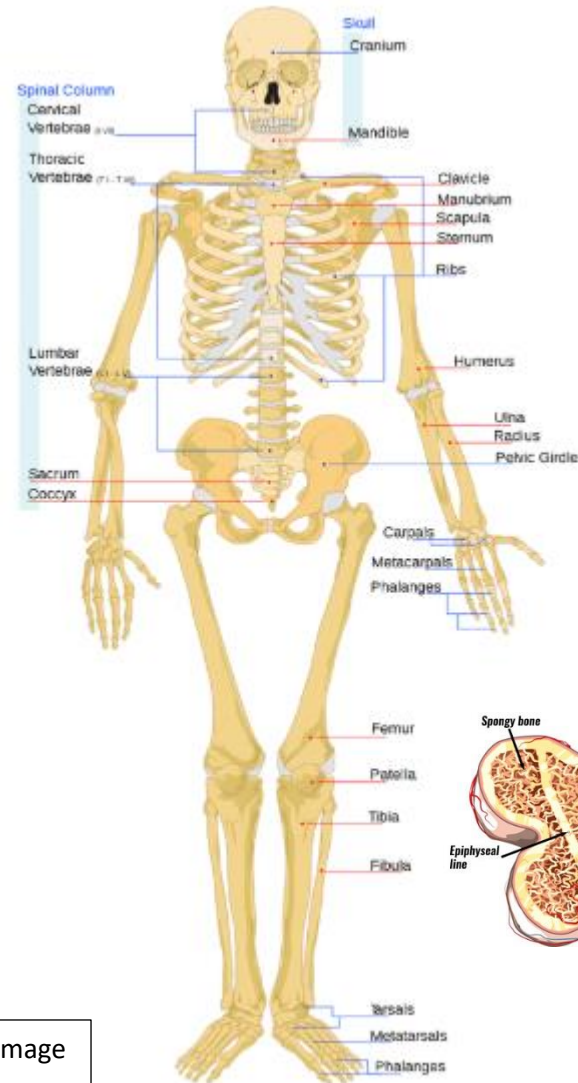
Key Words	Definitions
Joints	Places where bones meet.
Bone Marrow	Tissue found inside some bones where new blood cells are made.
Ligaments	Connect bones in joints.
Tendons	Connect muscles to bones.
Cartilage	Smooth tissue found at the end of bones, which reduces friction between them.
Antagonistic Muscle Pair	Muscles working in unison to create movement.

The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells.

Antagonistic pairs of muscles create movement when one contracts and the other relaxes.



Arrow Tasks: Research and describe the consequences of damage to a muscle, bone, ligament or tendon



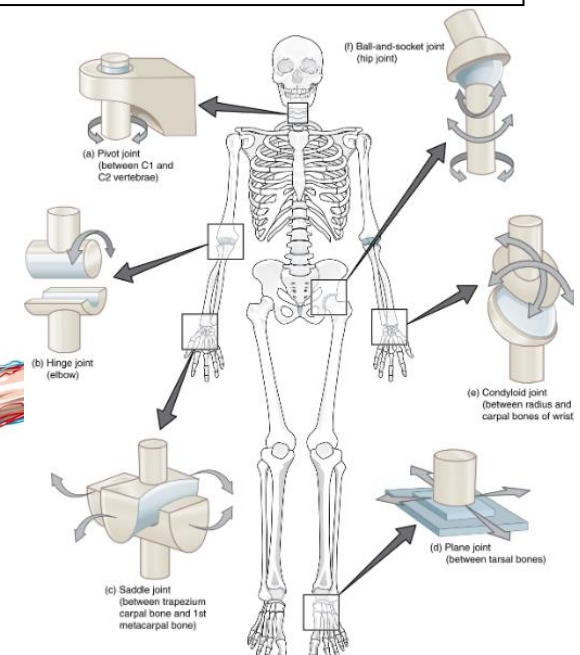
Why does it matter?

Do you know anyone who has had a hip or knee replacement? How does this work?

<https://www.webmd.com/arthritis/hip-replacement-surgery#1>

What is an ACL injury? Why is it common in footballers? How is it treated?

<https://www.fourfourtwo.com/performance/training/why-do-footballers-get-acl-injuries>



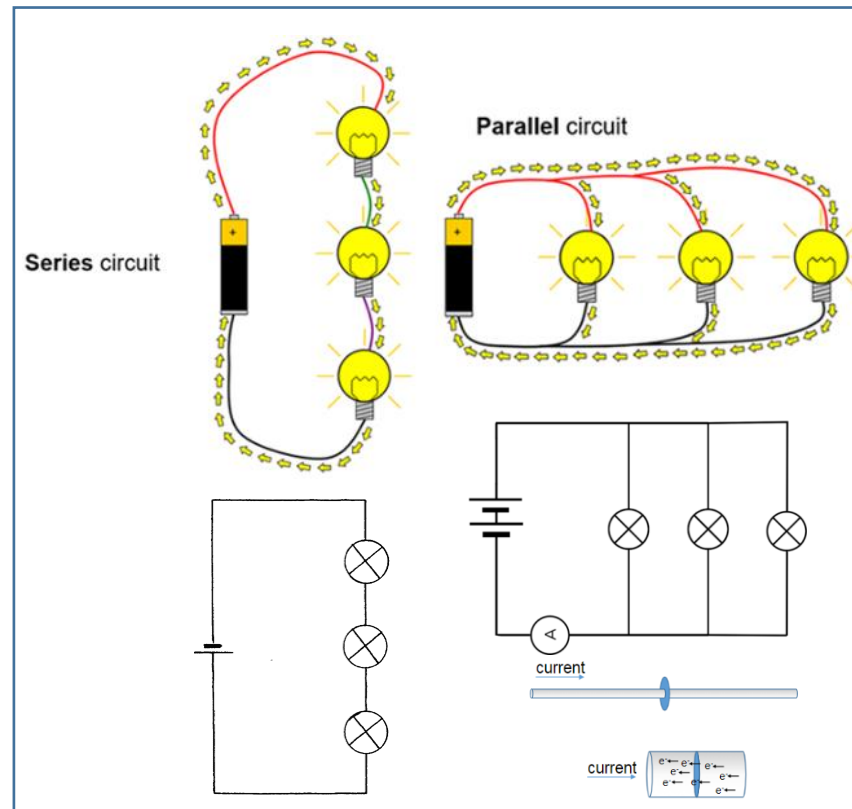
Links to further resources: <https://www.bbc.com/bitesize/guides/zpkq7ty/revision/1>
<https://www.innerbody.com/image/musfov.html>

Topic: Voltage, Resistance and Current

I need to be able to: Compare the voltage drop across resistors connected in a series circuit. Compare and explain current flow in a parallel circuit

Key Words	Definitions
Potential Difference	The amount of energy shifted from the battery to the moving charge, or from the charge to circuit components, in volts (V).
Resistance	A property of a component, making it difficult for charge to pass through, in ohms (Ω).
Electrical Conductor	A material that allows current to flow through it easily, and has a low resistance.
Electrical Insulator	A material that does not allow current to flow easily, and has a high resistance.
Negatively Charged	An object that has gained electrons as a result of the charging process.
Positively Charged	An object that has lost electrons as a result of the charging process.
Electrons	Tiny particles which are part of atoms and carry a negative charge.
Charged up	When materials are rubbed together, electrons move from one surface to the other
Electrostatic Force	Non-contact force between two charged objects.
Current	Flow of electric charge, in amperes (A).
Series	If components in a circuit are on the same loop.
Parallel	If some components are on separate loops.

Arrow Explain how temperature affects resistance



Current is a movement of electrons and is the same everywhere in a series circuit. Current divides between loops in a parallel circuit, combines when loops meet, lights up bulbs and makes components work.

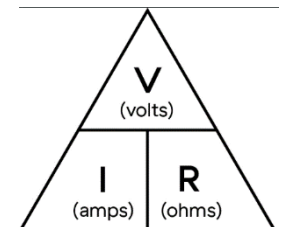
Why does it matter?

How many electronic items are in your house?

Find out whether they are wired as a series circuit or parallel circuit

Find out how a lamppost switches on at night

We can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway. In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop.



Subject: Spanish

Year: 7 Spring Term 2

Topic: Mi Insti

I need to be able to: recognise and use a range of verbs, nouns and adjectives. I need to be able to describe life at school and give some brief details about future plans.

Key Words	Definitions
Verb	Words which tell you the action
Subject pronouns	Words that tell you who is doing the action.
Noun	A place, person or a thing.
Gender	In Spanish, nouns and adjectives can be either masculine or feminine.
Adjective	Words which describe nouns. In Spanish adjectives are the same gender as the noun which they describe.
Definite article	'the'
Indefinite article	'a' 'some'
Singular (s)	One
Plural (pl)	More than one
Positive phrase	'is', 'do' 'does'
Negative phrase	'is not', 'does not', 'don't', 'never'
Possessive adjectives	My (in Spanish, there are 2 forms; singular and plural)

Arrow task: Research a secondary school in Spain. Make a power point presentation about it, noting the main differences between school in Spain and Liskeard School.

Estudiar = to study

estudio = I study

estudias = You study (s, friendly)

estudia = He studies

estudia = She studies

estudia usted = you study (s, polite)

estudiamos = We study

estudiáis = You study (friendly, pl)

estudian = they study

estudian (ustedes) = You study (pl, polite)

(s = singular)

(pl = plural)

'friendly '

= when talking to a friend or family member.

'polite '

= when talking to an older person or someone you don't know)

Gustarse = to like

Me gusta = I like (singular)

Me gustan = I like (plural)

Encantarse= to love

Me encanta = I love + noun (singular)

Me encantan= I love + noun (plural)

Adjectives agree with the gender of the noun they describe.

For example:

las matemáticas son divertidas.

el inglés es divertido

la historia es divertida.

For more information about adjectives, visit:

<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zjdrvk7>

Links to further resources: <https://www.bbc.com/bitesize/subjects/zgdqxn>

	Español	inglés
1	¿Qué estudias?	What do study?
2	Estudio las ciencias, las matemáticas y el inglés	I study Science, Maths and English
3	También estudio el español, la historia y la geografía	I also study Spanish, History and Geography
4	No estudio el francés	I don't study French
5	Mi día favorito es el martes,	My favourite day is Tuesday
6	porque estudiamos la educación física por la tarde.	because we study PE in the afternoon.
7	Los viernes, estudio la informática por la mañana.	On Fridays, I study IT in the mornings.
8	los miércoles, estudiamos la música	On Wednesdays, we study Music
9	¿Te gusta el dibujo?	Do you like Art?
10	Si, me gusta mucho el dibujo, porque es divertido	Yes, I really like Art
11	No me gusta (nada) el dibujo	No, I (really)don't like Art
12	porque es aburrido	because it's boring
13	¿Te gustan las ciencias?	Do you like Science?
14	Me encantan las ciencias porque son importantes	I love Science because it's important
15	porque son importantes	because its important
16	Prefiero el teatro porque es fácil	I prefer Drama because it's easy
17	pero el profesor es severo	but the teacher is strict
18	La profesora de historia es paciente	The (female) History teacher is patient
19	¿Qué hay en tu insti?	What is there in your school?
20	En mi insti, hay un comedor y una biblioteca	In my school there is a dining room and library
21	También hay unos laboratorios, un campo de fútbol y un gimnasio	Also, there are labs, a football pitch and a gym

22	No hay piscina	There isn't a swimming pool
23	¿Como es tu insti?	what is your school like?
24	Es grande, moderno y feo	It's big, modern and ugly
25	¿Qué haces durante el recreo?	What do you do at break?
26	Como un bocadillo y fruta	I eat a sandwich and fruit
26	Bebo agua	I drink water
27	Juego con mis amigos	I play with my friends
28	Hablo con mis amigos	I talk to my friends

El alfabeto (y la pronunciación)

A	B	C	D	E	F	G	H	I	J
aah	beh	theh	deh	eh	efeh	heh	acheh	ee	hota
K	L	LL	M	N	Ñ	O	P	Q	R
kah	eleh	eyeh	emeh	eneh	enyeh	oh	peh	koo	ereh
RR	S	T	U	V	W	X	Y	Z	
erreh	eseh	teh	oo	oobeh	Oobeh dobleh	ekis	Ee gri- egga	theta	

Topic: Food

I need to be able to: understand and apply key cooking skills to produce good quality recipes. To ensure all food is made safely by applying hygiene, health and safety procedures and improve product outcomes by using evaluation techniques and targets.

Key word	Definition
Quality control	The description to achieve to know when a skill has been performed correctly.
Weighing	To measure the weight using scales of an ingredients to ensure the recipe ratio is correct.
Sensory	To test the aesthetics (appearance, texture, aroma, flavour if a product
Risk	To identify all the hazards in a method to ensure measures are taken to reduce the risk.
Hygiene	Steps to take to reduce the risk of pathogenic bacteria multiply or contaminating a product.
Pathogenic bacteria	Bacteria that can grow and contaminate food causing food poisoning.
Nutritional function	The 5 nutrients (protein, carbohydrate, fat, vitamins, minerals) their function in the body and best foods



Rubbing in—Using your finger tips and thumbs to rub the fat and the flour together.

Quality control – breadcrumb texture



Kneading— Using your hands to stretch the dough to develop long stretchy elastic strands of gluten in bread dough. Quality control—gluten window



Creaming - To combine the butter and sugar together . It incorporates air to make cakes rise. Quality control – pale fluffy light texture.



Cutting—To use a sharp piece of equipment such as a knife, grater, cutter to make a product smaller or a specific shape. Quality control – brunoises, julienne, paysanne, macedoine, jardinière



Arrow Tasks—Explain how you could change the recipe to make it healthier - reduce fat, sugar, fat. Increase the fibre, include 5 portions of fruits and vegetable.

Topic: Ball Hurler

I need to be able to:

- understand the design process and the working properties of plywood and softwood.
- gain practical skills in using the hand tools, machines and equipment needed to work with wood.
- learn about basic wood joints, triangulation and potential energy.
- be aware of health and safety in the workshop and understand the importance of risk assessment.

Stages of the Design Process:

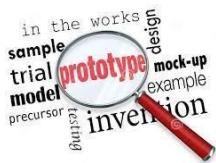
Context Design Brief Task Analysis Research
Investigation Specification Design & Development
Making Testing Evaluation

Key Words

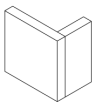
* Design process



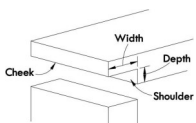
* Prototype



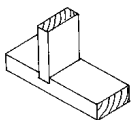
* Butt joint



* Rabbet joint



* Housing joint



* Dowel



Definitions

The steps a designer/maker goes through from identifying a problem and need for a product to its final making, testing and evaluating and improving.

A first version, / test model to trial a product before making a final version which could be made in larger quantities.

The simplest joint to make - in which two pieces of material are joined by simply placing them together without overlapping or interlocking.

A joint formed by fitting two pieces of material together where one or both pieces have a cut recess / groove to increase the strength of the joint.

Similar to the Rabbet, but where one or both pieces of material have a slot cut in, across the Grain, to a width normally equal to the thickness of the shelf or partition it is to hold.

A cylindrical rod of material, used to connect two pieces of material or to strengthen a joint.

Materials, tools and equipment used in the ball hurler project



Pillar drill / drill press



Linisher (belt sander)



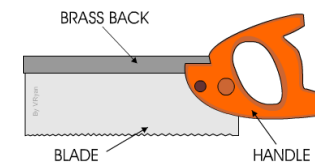
Softwood

Softwoods come from **coniferous** trees which are evergreen, needle-leaved, cone-bearing trees.



Plywood

Plywood is a strong wooden board consisting of two or more layers of hardwood or softwood **laminated** (pressed together and glued) with the direction of the grain alternating to give strength.



Tenon saw

The deep straight blade makes the tenon saw ideal for cutting wood joints



Chisel and mallet

Used for making the housing joint

Arrow Task:

What is triangulation and why is it useful when making a ball hurler?

What is potential energy and how is it used in the ball hurler?

Link to further resources:

<http://www.technologystudent.com>
<http://www.mr-dt.com/>
http://wiki.dtonline.org/index.php/Main_Page

Return to contents page

Topic: Cushion Cover

I need to be able to:

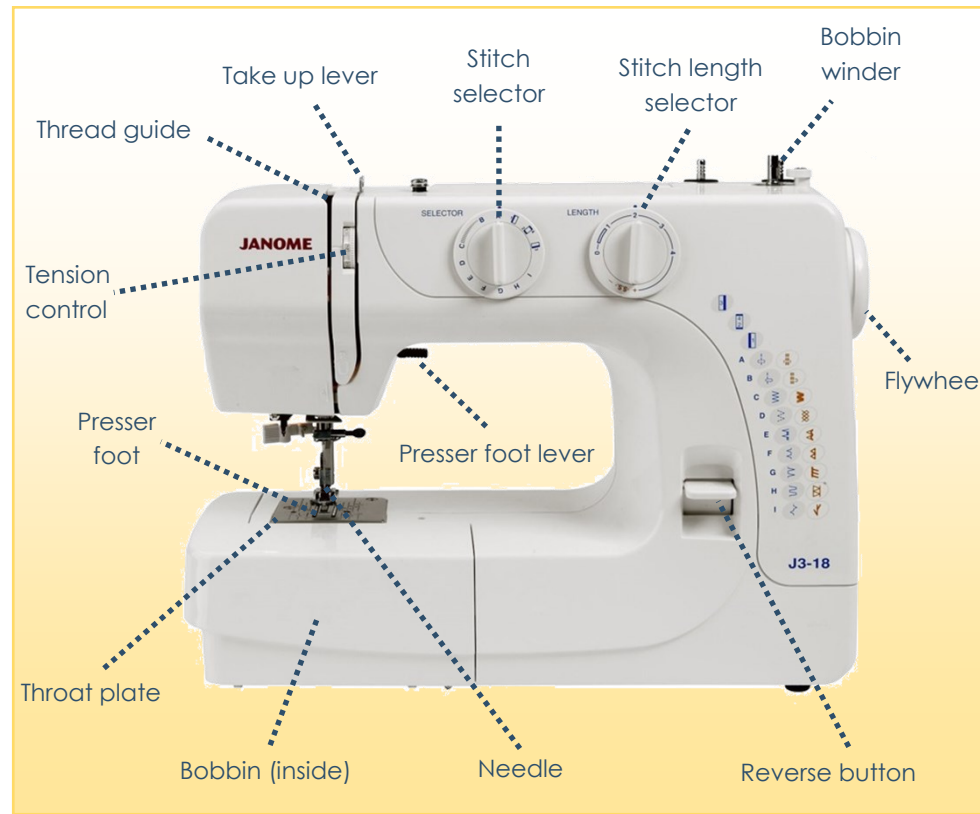
- understand the key parts of a swing machine and the threading path.
- apply hand and machine sewing techniques.
- understand the function of seams & hems and be able to apply to your product.
- gain an awareness of the work of famous artists and be able to consider the need for aesthetics within a textile product.
- be aware of health and safety when using textile materials and equipment.



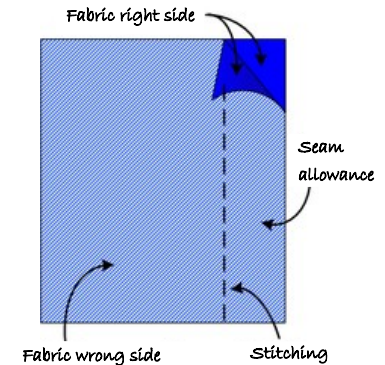
What is a hem?

A finishing method where the edge of a piece of fabric is folded narrowly and sewn to prevent unravelling or fraying.

Key Words	Definitions
* Thread	A large number of very thin fibres spun together and usually wound on spools, used in sewing.
* Sewing Machine	A machine used to sew fabric and other materials together with thread.
* Tacking	A temporary stitch used to hold fabric together.
* Pins	Designed to hold fabric in place, prior to sewing.
* Needle	A very thin piece of polished metal used for sewing. It has a sharp point at one end and a hole (eye) in the other for thread to go through.
* Surface Design	A technique that changes the surface of fabric. This would include: painting, dyeing, printing/stamping, stencilling.
* Poly-cotton	A fabric that is made up of cotton and polyester fibres.

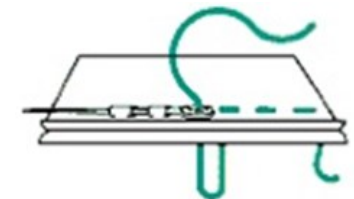


Arrow Task: Can you think of alternative methods you could use to join your pieces of fabric together, when constructing the cushion cover? What would be their strengths and do those methods have limitations?



What is a seam?

A line of stitching that joins two or more layers of fabric.



Tacking

Link to further resources: www.instructables.com/lesson/Hemming-and-Seam-Finishing/

[Return to contents page](#)

A Guide to Revision

We hope you find these pages about revision useful. You will need to use these skills throughout your time at school, from Year 7 all the way through to Year 13. Developing these skills early means they will become second nature and revision will become easy!

We want you to achieve the best possible results throughout your time at school and achieve results that will not only increase your life chances but also take you to the next step on your chosen career pathway. Speak to any one of your teachers for more advice on revision.

Points to remember

- Revision is re-looking at information you have learnt previously.
- The idea is that you know the information that will be tested and can remember it for the exam.
- Your attitude is important.
- You only fail if you give up.
- If you fail to plan, you plan to fail.

Believe in yourself, be positive.
If you think you can succeed you will.

Attendance

- Every lesson counts and your attendance is vital.
- Try your best in all lessons and make them work for you.
- It is what you are getting out of it that matters.
- This is YOUR result, so make it count.
- You will get out of it what you put in - so do your best.

Revision materials you'll need



These are to help you organise your revision and keep everything in one place.

Top Tip: Revision materials are available from the school shop in the library.

You can also buy these items very cheaply from a local pound shop!

Revision Strategies

Revision Planner							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

- Plan your time – create a revision timetable
- Break revision into chunks
- Find a quiet space to revise



- Revise in 20 minute blocks
 - This is the optimum concentration time
 - Have a short break between blocks



- Avoid distractions!
 - Turn off your phone
 - Turn off the TV



Brain Dump

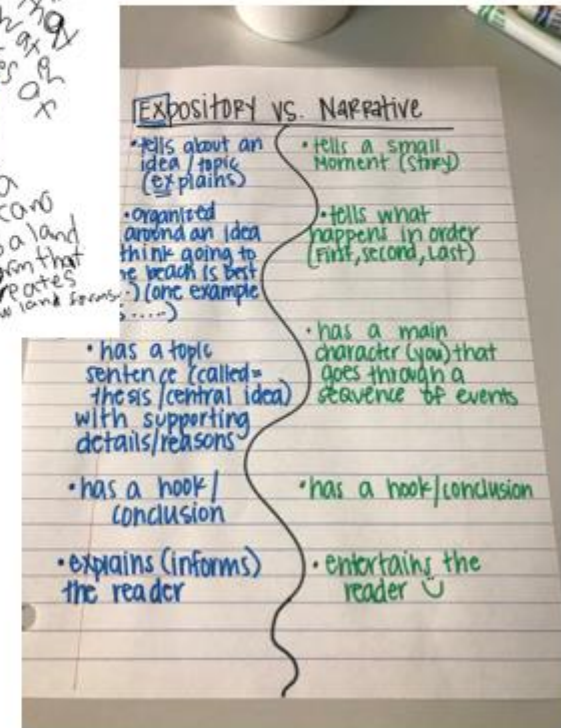
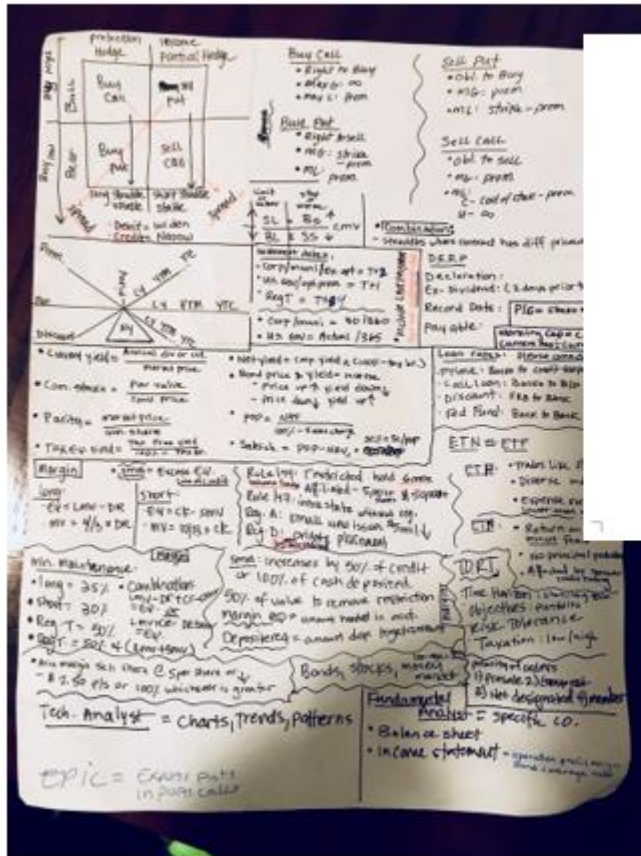
WHEN: beginning of 20 minute revision block

HOW:

- Take a blank piece of paper
- Write down (DUMP!) everything you know about the topic
 - No books
 - No notes
 - Be as messy as you like
- Time limit of 60 seconds
- Now revise the topic (15 minutes)
- Finally, go back to your DUMP and add everything you have learnt
 - Use a different colour pen

IMPACT: you should be able to add 7-15 new things to your DUMP

Examples of Brain Dumps



Top Tip: Repeat a brain dump regularly.

This will help identify which aspects of a topic you have **forgotten** to include. These are the areas you need to **focus on** when revising!

MIND MAPS

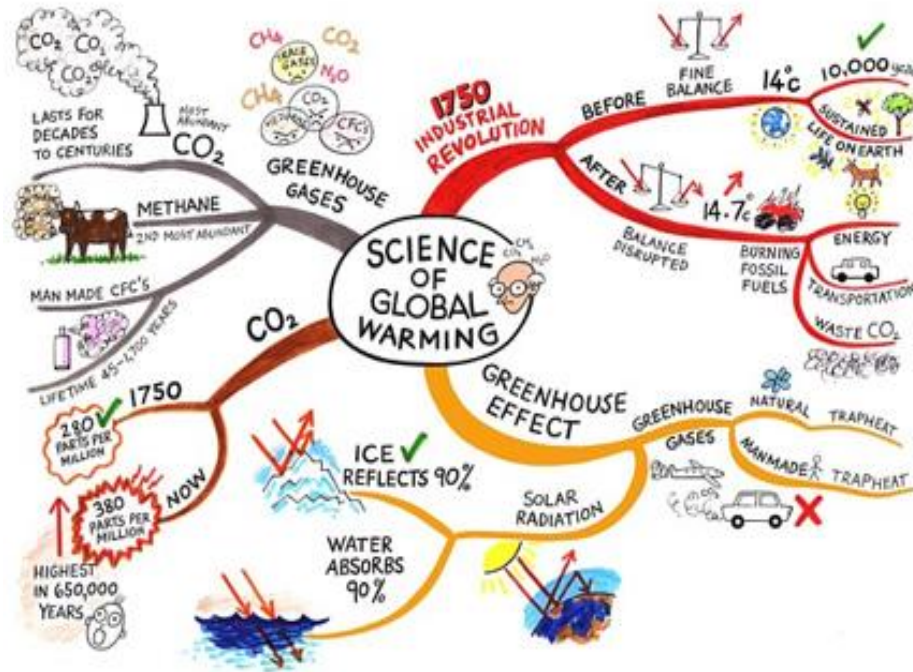
WHEN: to organise information from your exercise/text book.

HOW:

- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topics
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code)
- Revisit your mind map next time you DUMP

IMPACT: whole topic with the key ideas on a single page.

Examples of Mind Maps

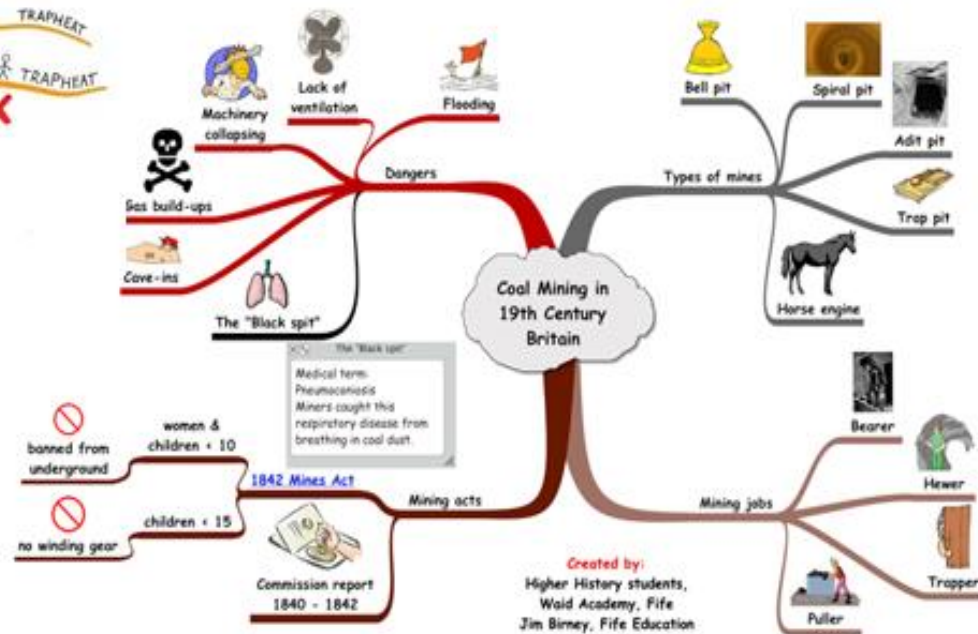


Top Tip: Use different colours for each branch of your mind map.

This helps your brain distinguish between each of the different information stems.

Top Tip: Use 'dual coding' in your mind maps.

Dual coding means using both words and images to record the information you need to remember.



FLASH CARDS

WHEN: to organise information from your exercise or text book.

HOW:

- Put a key question on one side
- Bullet point the key points that answer the question on the other side
- Put a formula / word on one side
- Put the definition on the other side
- You might be able to group key formulae/words together
- Bullet point the key points of a topic on one card (use both sides)

IMPACT: great for targeting key questions/formulae/words that you are finding hard to remember. Easy to carry around.

Mnemonics

WHEN: remembering a list of things or items in a particular order

HOW:

- Create a song, rhyme or poem using the first letter of each word in a sequence

For example:

- Richard of York gave battle in vain (to remember the colours of the rainbow)
- **Red Orange Yellow Green Blue Indigo Violet**



- Write out the first letter of each word in a sequence or list then make up your own rhyme

IMPACT: great for remembering sequences and orders of words relating to a topic.

Top Tip: Be **creative** when using mnemonics.

The sillier the rhyme, the more likely you are to remember it! **Repeat** the rhyme **regularly** to make sure it goes into your long term memory

Liskeard's Six Effective Learning Strategies

Check out the link on our school website for more information:

<http://www.liskeard.cornwall.sch.uk/students/six-strategies-for-effective-learning>

1. SPACE IT OUT



Don't just revise what you've just learnt.
Study older information to keep it fresh.

2. RETRIEVE



Without using your books, write or sketch
everything you know. Then check it!

3. ELABORATE



Think about the detail.
Describe, Explain, Compare, Question...

4. INTER-LEAVE



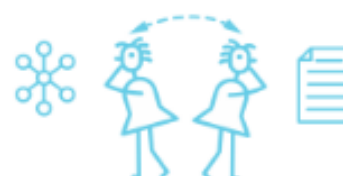
Don't study one topic for too long.
Switch between topics when studying.

5. USE EXAMPLES



Collect examples you have used in
class, or found yourself.
Link the examples to what you are studying.

6. DUAL CODE



Turn your words & notes into diagrams or pictures.
Turn your diagrams & pictures into words or notes.

Revision Websites

In addition to the website links within the subject pages, there are as a wide range of resources available online. Below is just a small section of those available.

<https://www.educationquizzes.com/ks3/>

Interactive resources for a wide range of subjects

<https://www.bbc.com/bitesize/levels/z4kw2hv>

Resources for a wide range of subjects

<https://mathsmadeeasy.co.uk/ks3-revision/>

Great for maths, also offers English and science resources

<https://www.senecalearning.com/>

Quick fire interactive questions across a range of subjects

Top Tip: Ask your teacher for a list of the topics you need to revise.

Websites contain a lot of information, some of which that will not be relevant to your course. Make sure you revise everything you need to know!