

KNOWLEDGE ORGANISER BOOKLET

YEAR 7 - Spring





Contents

Subject	Page No
Instructions for Use.....	2
Maths	4
English.....	6
Science Biology.....	7
Science Chemistry.....	9
Science Physics.....	11
Art.....	13
Design & Technology.....	15
Drama.....	16
Geography.....	18
History.....	20
MFL - French.....	22
Music	24
PE.....	28
Personal Development.....	30
RS.....	32
Notes.....	34

Instructions for Use



For all of your subjects, there are certain **facts** that you **need** to know in order for you to best understand the content you study in lessons.

In this booklet are **Knowledge Organisers** for each subject, which contain the core concepts that you have to know to be successful in your lessons.

How to use this Knowledge Organiser:



Look: read a specific section of the *Knowledge Organiser*;



Cover: cover it over or put it to one side;



Write: from memory, write out as much of the information as you can remember for that section;



Check: check back with the *Knowledge Organiser*. Anything missing or incorrect, add in green pen;



Review: information you didn't recall the first time by using different format, such as repeating the process or creating your own *flashcards* to revise from.



Instructions for Use: Example



1. **LOOK:** carefully read the section of the *Knowledge Organiser* which you are learning.



2. **COVER:** cover it over or put it to one side



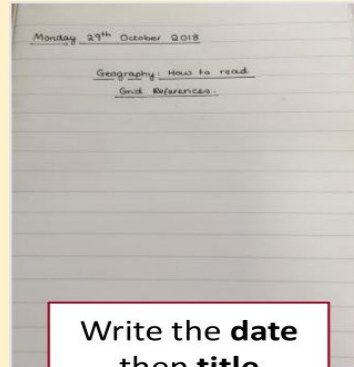
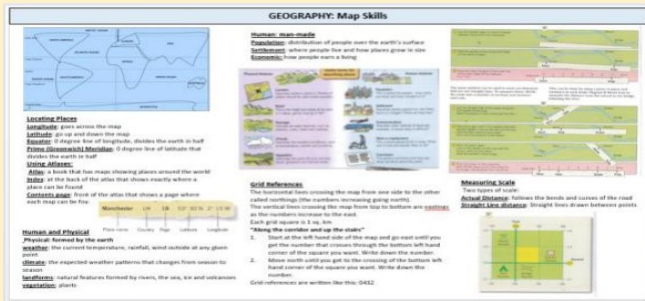
3. **WRITE:** write out as many details as you can from memory.



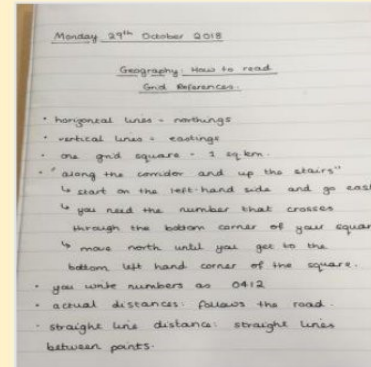
4. **CHECK:** check back over your answer with the *Knowledge Organiser*.
Anything which is missing or incorrect, add in green pen.



5. **REVIEW:** if you had significant gaps or parts you didn't understand, repeat the process from Step 1.



Write the **date**
then **title**
(**subject: focus**)



We do not have a knowledge organiser for Maths. This is because the best way to remember and understand mathematics is to practice it. We use the **Sparx Maths** online platform to provide our students plenty of opportunities for practise and to develop their mathematical knowledge.

What should we do each week?

Complete all of your compulsory section of **Sparx** homework and get it 100% correct. Don't worry, there are videos to help if you get stuck.

How long should it take?

Sparx will adjust your homework, so it will take about 1 hour to complete. If you find yourself taking longer than this, you should ask your teacher for support on the topics you find most challenging.

What if I get stuck?

You can watch the videos, ask a friend or parent, or your teacher, in person or by email.

Why do I get different questions to my friends?

Sparx creates custom homework just for you - because you are an individual. This means your maths homework is designed around your ability and constantly challenges you to make improvements.

Why do I have to get 100%

We believe you deserve the chance to do really well in Maths. Students who complete all the questions on **Sparx** learn more and get better results. You can also earn rewards.

Sparx Maths

Logging into Sparx Maths

- Visit sparxmaths.com and click log in
 - Select your school from the drop-down menu
 - Log in using your [Sparx Maths](#) username and password
- Or**
- Log into [Sparx](#) using Microsoft. This will give you option to use your usual school log in to [Sparx Maths](#).
- Make sure you remember to add **@plymstockschool.org.uk** to your username

Register interest Log in ▼

3D shapes Algebra

Teacher login

Student login

Select your school

Start typing the name of your school to begin searching.

Plymstock School ▼

Continue

Log in to Sparx using Microsoft

or

Use your Sparx login

Username:

Password:

Show

'Animal Farm': Knowledge Organiser**Chapter breakdown**

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

Characters**Napoleon**

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer

'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key words

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

Manipulate – To control or influence something or someone so that you get an advantage, often unfairly or dishonestly.

rebellion – a rebellion is a situation in which people fight against those who are in charge of them.

Rhetoric- The art of persuasive (or effective) speaking or writing.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

Biographical information

1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

Structure	Function
Penis	Carries urine and semen out of the body, this swells with blood and thickens (erection), this allows sperm to be released into a female, and prevents urine from being released, so semen and urine can never be released at the same time.
Testes	Produce sperm and the male sex hormone.
Sperm Duct	Are the tubes along which sperm travels from the testes to the penis.
Glands	Produce a liquid containing nutrients, which mix with sperm cells to form semen.
Scrotum	The bag of skin, outside of the body, where the testes are contained.
Vagina	Receives the sperm during sexual intercourse.
Cervix	A ring of muscle at the entrance of the uterus, it holds the baby in place whilst the woman is pregnant.
Uterus	Where the baby develops until it is born.
Oviduct	Carry the eggs to the uterus, the egg is transported by the use of cilia on the wall of the oviduct.
Ovary	Contain thousands of egg cells, every month one develops and is released.

Adolescence involves both emotional and physical changes.

The physical changes that your body goes through is known as **puberty**, this is caused by **chemical hormones in your body**.

Male hormone— **testosterone** is made in the testes and female sex hormone—**oestrogen** is made in the ovaries. The effects of puberty can be different or similar in both boys and girls:

Boys	Girls	Both
Voice breaks	Breasts develop	Pubic and underarm hair grows
Testes and penis gets bigger	Ovaries start to release eggs	Body smell becomes stronger
Testes start to produce sperm	Periods start	You experience emotional changes
Shoulders widen	Hips widen	You have a growth spurt
Hair grows on the face and chest		

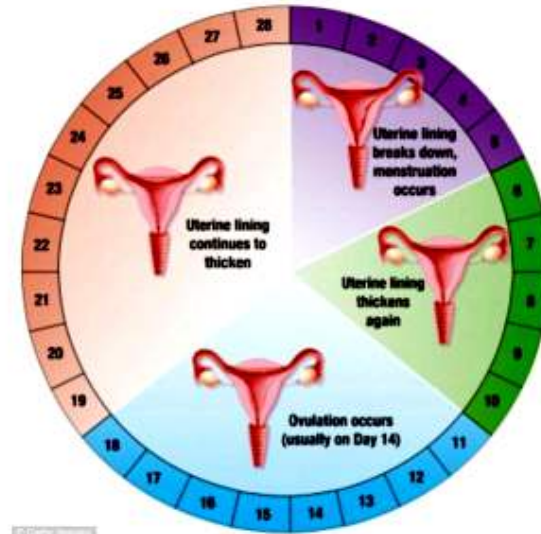
Gametes are sex cells, in men these are sperm, in women these are eggs. Fertilisation occurs when the nucleus of the sperm and egg fuse together, this forms a **zygote, which later grows into an **embryo** and then a baby.**

The sperm meets the egg in the oviduct, the egg is moved along the wall of the oviduct by tiny hairs known as **cilia**.

When the embryo attaches to the wall of the uterus this is called **implantation**

Periods occur once a month and are the time in which the lining of the uterus leaves the body through the vagina.

The **menstrual cycle** is a period of events that occurs with the female reproductive system, this lasts for 28 days.



Day 1 - blood from the uterus lining leaves the body through the vagina

Day 5- bleeding stops, the lining of the uterus begins to regrow

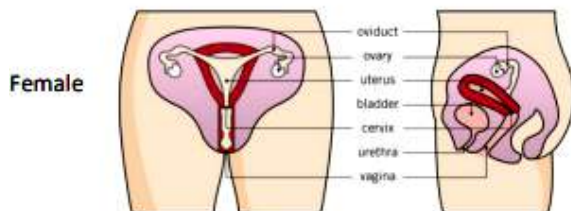
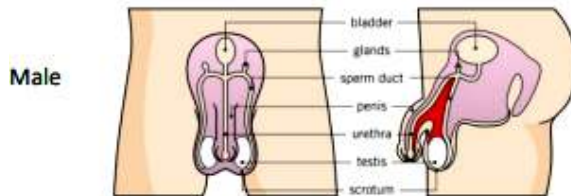
Day 14 - an egg is released, this is known as **ovulation**

If the egg that has been released is not fertilised by sperm, the menstrual cycle will begin again at day 1, however if the egg is fertilised, the menstrual cycle will not occur until after the woman has given birth.

Contraception is a method of preventing a woman becoming pregnant after having intercourse, there are two main types:

Condoms- go over an erect penis to create a barrier and prevent the sperm from entering the vagina

The pill- a tablet that is taken by a woman which contains hormones that will not allow an egg to be released



Gestation is the period of time that it takes for a baby to develop from fertilisation to birth, in humans this is 9 months.

During pregnancy, the woman must have regular check ups to make sure that the baby is developing properly, and also not drink alcohol or take drugs, as this could harm the baby.

After eight weeks of growth, the developing baby will be known as a foetus.

The foetus has specialised structures that help it to grow when inside the mother, these include:

- **Placenta**- an organ that allows substances to pass between the mother and the foetus blood, these include nutrients, carbon dioxide and oxygen
- **Umbilical cord**- connects the foetus to the placenta
- **Fluid sac**- this acts as a shock absorber, protecting the foetus from any bumps

During pregnancy, different parts of the baby develop at different times:

Just a dot		1 week – cells beginning to specialise
3 mm long		4 weeks – spine and brain forming, heart beating
3 cm long		9 weeks – tiny movements, lips and cheeks sense touch, eyes and ears forming
7 cm long		12 weeks – fetus uses its muscles to kick, suck, swallow and practise breathing

At 40 weeks, the baby is ready to be born:

- The mother's cervix relaxes
- Muscles in the wall of the uterus contract
- The baby is gradually pushed out through the vagina

When the baby has been born, the umbilical cord needs to be cut

Variation is the differences seen in characteristics of organisms.

Variation is both within and between **species (organisms that are able to reproduce to produce fertile offspring)** you will see differences between humans and gorillas, but you will also see variation in a population of gorillas.

Genetic (inherited) variation is caused by characteristics which have been inherited from your parents, such as:

- Eye colour
- Blood group
- Genetic diseases

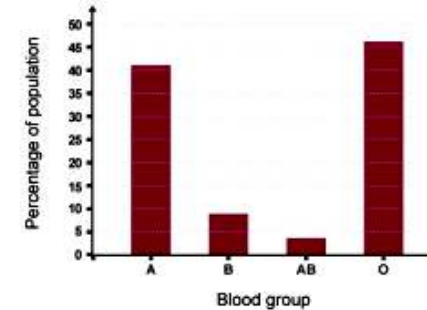
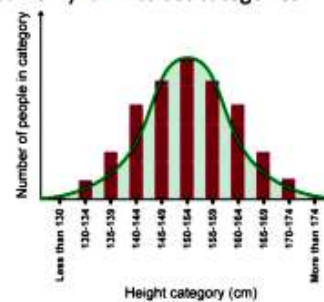
Environmental variation is caused by surroundings, these include:

- Scars
- Intelligence (determined by education)
- Weight (affected by diet)

Some characteristics are affected by both environmental and genetic variation, for example your height is affected by genes, but if you do not have a good diet you will not necessarily grow as tall as someone who does.

Continuous variation is seen in characteristics that can take any value, they do not fall into groups, examples of these include height and body mass.

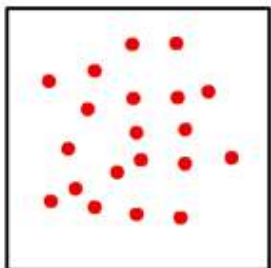
Continuous variation is plotted on a histogram, this normally gives a shape that we can describe as a normal distribution. Discontinuous variation falls into categories, examples of this include eye colour or blood type. Discontinuous variation is normally plotted onto a bar chart as the values can only fall into set categories.



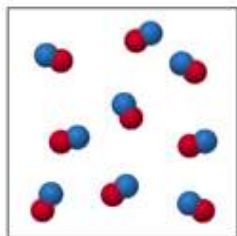
Year 7 Chemistry Knowledge Organiser

7C2 Elements, atoms and compounds

Elements are made up of all the same type of atom.



A compound is two or more DIFFERENT types of atoms chemically joined together.



Naming compounds - Rule 1 compound with 2 elements

1. Write down the metals name first
2. Change the non-metals name to end in -ide (for example oxygen turns to oxide)

Oxygen + aluminium → Aluminium oxide

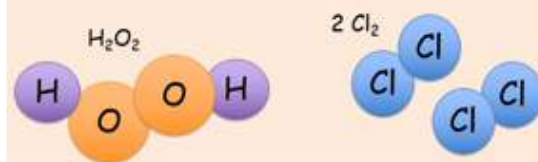
Rule 2. Naming compounds with 3 elements including oxygen

1. Write down the metals name first
2. Write down the first part of the non-metal
3. Add -ate on the end

Oxygen + aluminium + nitrogen → Aluminium nitrate

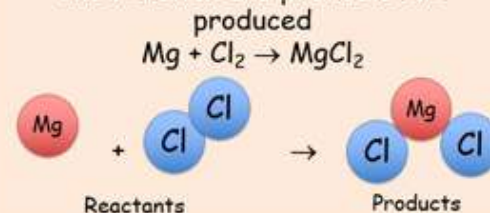
Chemical formulae

- A subscript (little) number tells you how many of that atom in the compound.
- A large number tells you how many compounds.

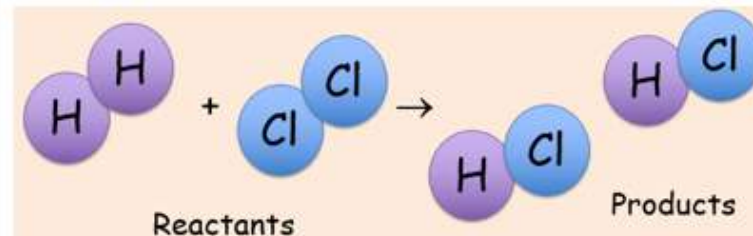


Chemical reactions

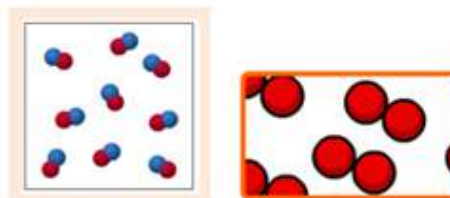
In a chemical reaction atoms are rearranged. Reactants take part in the reaction and products are produced



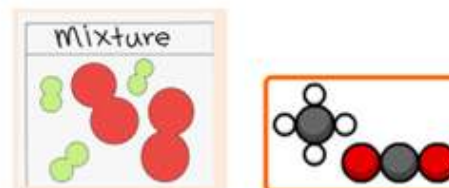
Reactants are the ingredients that go into a chemical reaction. They are on the left of the arrow
Products are what is made (produced) during the reaction. They are on the right of the arrow.



Pure substance is made up of 1 type of element or compound only



A mixture is different elements or compounds mixed, but not chemically joined together



Year 7 Chemistry Knowledge Organiser

7C3 Acids and alkali's

Acids and alkalis

Everyday acids:

- vinegar
- fruit juice
- hydrochloric acid

All acids contain H⁺ ions.

Everyday alkalis:

- soap
- sodium hydroxide
- bleach

All alkalis contain OH⁻ ions.

Safety

Acids and alkalis are dangerous because they are corrosive (they will burn).

When dealing with acids and alkalis you should always wear safety glasses/goggles.

Word equation examples

hydrochloric acid + sodium hydroxide → sodium chloride + water

sulfuric acid + calcium hydroxide → calcium sulfate + water

magnesium + oxygen → magnesium oxide

potassium + hydrochloric acid → potassium chloride + hydrogen

zinc + nitric acid → zinc nitrate + hydrogen

Indicators and pH scale

Indicators are chemicals which change colour to tell you the pH of a solution.



Acids: Red/yellow/oranges and below pH 7

Neutral: Green and pH 7

Alkali's: Blue/purple and greater pH 7

How to investigate the pH of a solution using universal indicator

- Add universal indicator to the solution
- Use the pH scale to match the colour and look up the pH

The table below explains how to name salts.....

Acid	Salt name
Hydrochloric	chloride
Sulfuric	sulfate
Nitric	nitrate

Neutralisation

- Neutralisation is the reaction between an acid and an alkali to produce a salt and water.

The general word equation for a neutralisation reaction:

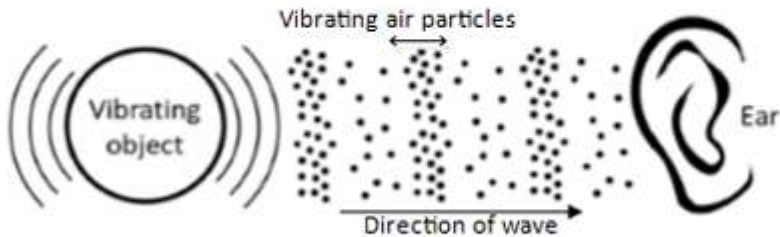
- Acid + Alkali → Salt + Water

Indigestion remedies are alkalis which neutralise the stomach acid which causes heartburn, relieving the symptoms.

Year7 Knowledge organiser
Part 1—Sound

What sound is?

Sound energy is **vibrations** that travel through a material into our ear.



The vibrating particles move in the same line as the direction the wave travels. This type of wave is known as a **longitudinal** wave.

Describing sound - amplitude, wavelength and frequency

1. **Loudness:**

A louder sound will have a larger **amplitude**.

We measure loudness in **decibel (dB)**



2. **Pitch:**

A high pitch sound will have a short **wavelength** (high frequency).



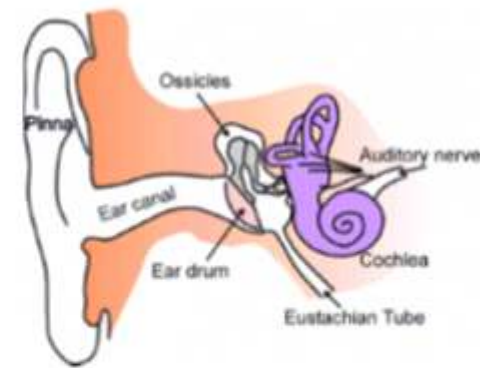
Frequency is the number of waves passing a point each second. It is measure in **Hertz (HZ)**.

Humans can't hear sounds that are too high or low pitch. We have an **auditory range** of 20 Hz to 20 000 Hz (20kHz). Cats can hear frequencies up to 64 kHz!

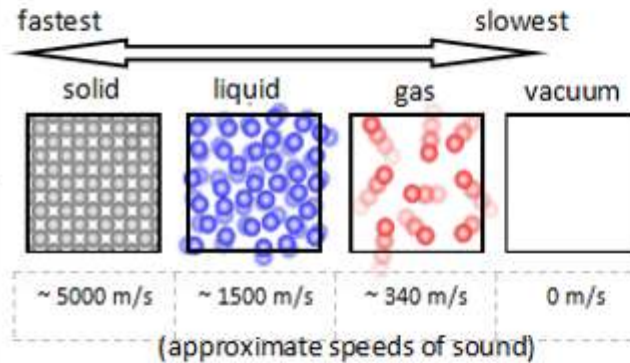
Hearing sound

Vibrations in air are funnelled into the ear canal and then pass through the parts of the middle ear.

In the cochlea, they are converted to electrical signals and then sent to the brain.



How sound travels through different materials



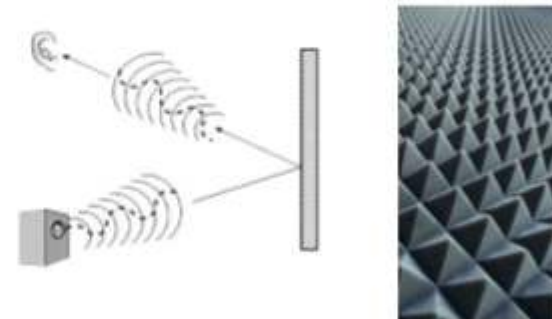
Sound needs particles to transmit energy.

The closer the particles are to each other, the faster that the sound energy can travel through.

Echo Echo Echo ...

An Echo is a reflection of a sound wave off a hard flat surface.

To reduce them, we can use soft bumpy surfaces to **absorb** the sound energy.

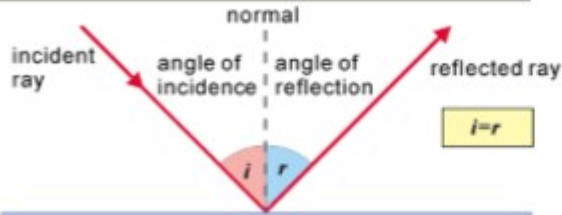


Year7 Knowledge organiser-

Part 2 - Light

Reflection

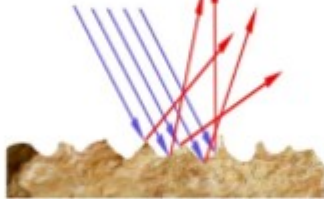
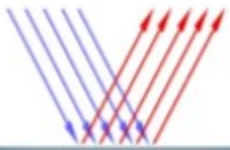
the angle of incidence = angle of reflection



mirror

Smooth, flat =
specular reflection

rough =
diffuse reflection

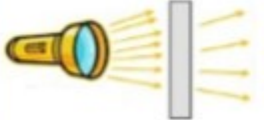


Transmission of light



Transparent
(eg glass)

Allows all
light through



Translucent
(eg frosted glass)

Allows some
light through



Opaque
(eg wood)

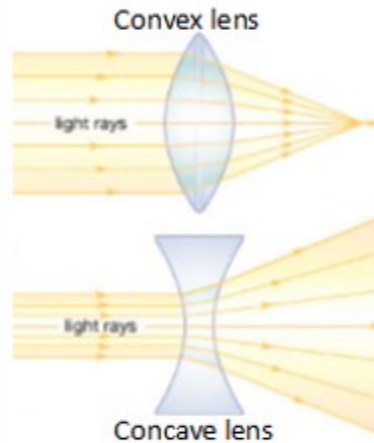
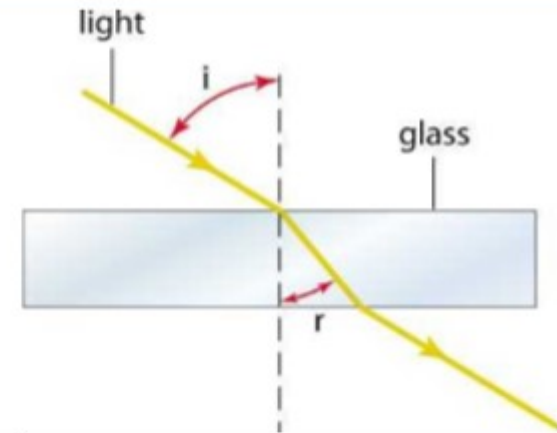
Allows no
light through

Refraction

As light travels from a less dense material to a more dense material, it slows down.

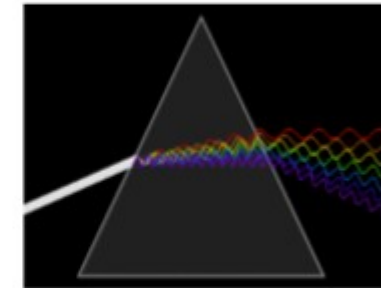
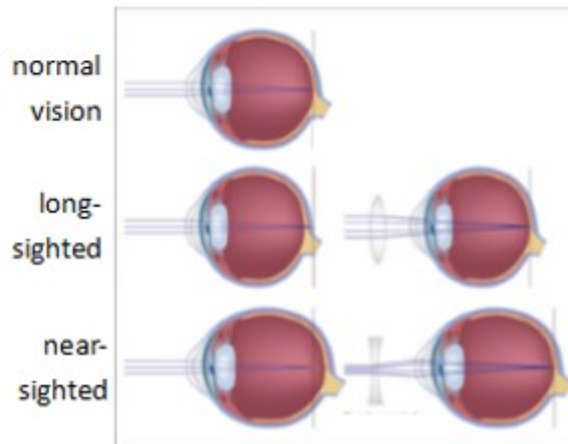
As it slows down, the light changes direction towards the **normal**.

This process allows lenses to work.



Correcting vision with lenses

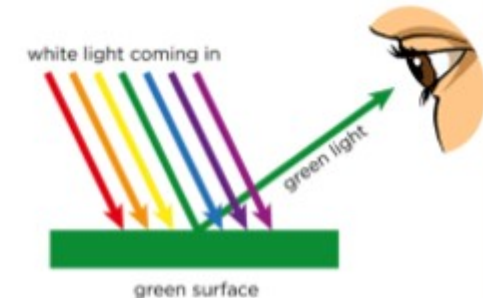
Refracting light through the correct type of lens can remedy both short sightedness and long sightedness



White light = spectrum of all the colours

Each colour has a different frequency.

We see green objects as green because the only frequency of light they **reflect** is green. All the other colours are **absorbed**.

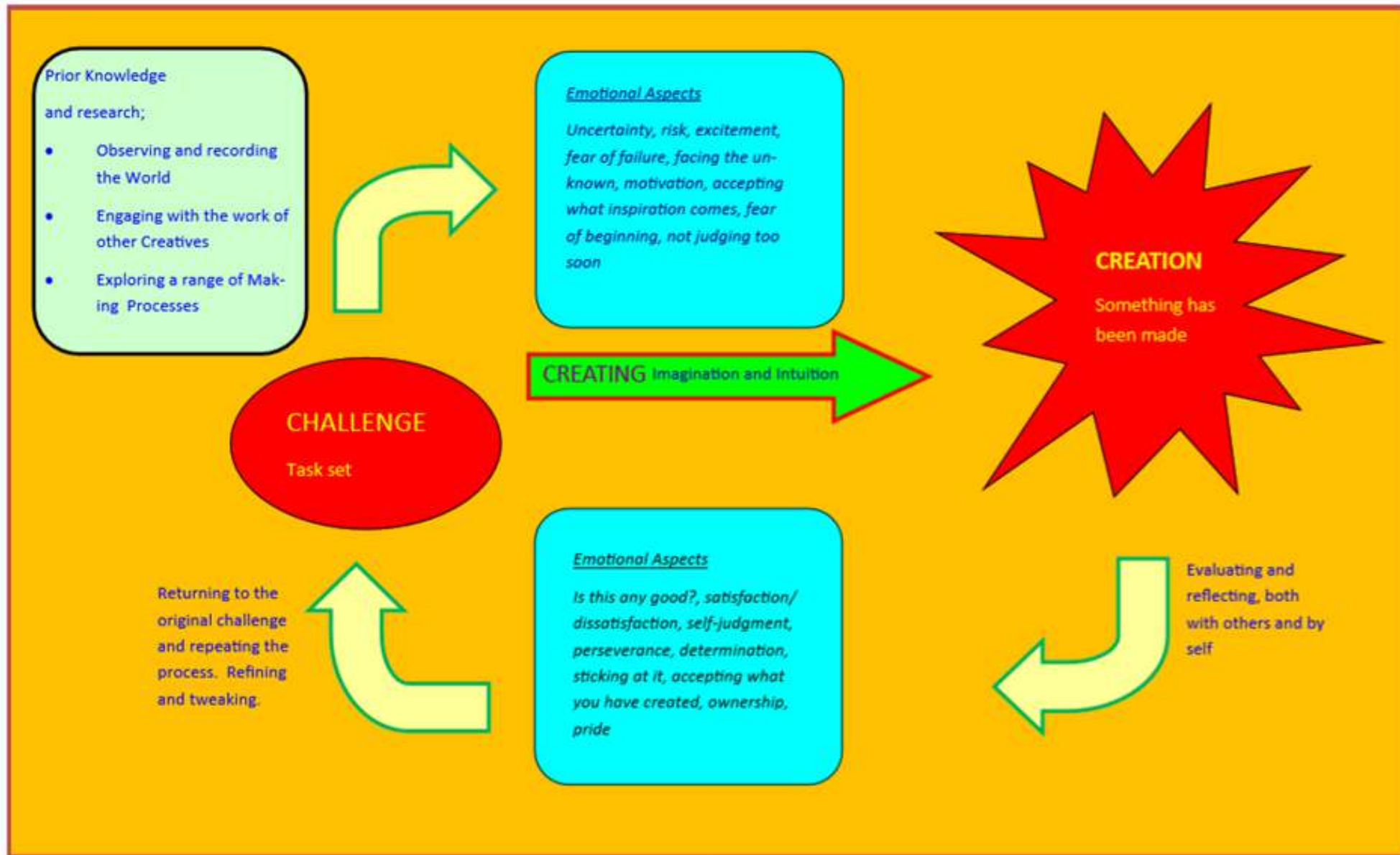


ART, CRAFT AND DESIGN - CORE KNOWLEDGE

In addition to completing projects exploring a 2-D and 3-D process, and a range of relevant artists,
by the end of Year 7 students will be able to....

Creative Process	Name the stages of the Creative Process.
Drawing	<p>Observe and draw basic geometric solids. Understand how these can be used to simplify and analyse the shape/volume of more complex objects. Use techniques to create volume (tone, contour/directional line, and then surface textures).</p> <p>Understand the basic indications of the illusion of depth on a flat surface (<i>overlapping, changing size, position of the object on page, changing detail, changing contrast, inclusion of horizon</i>), and use them simply in a still life context.</p>
Painting	<p>Complete a colour wheel, and know the basics of how to control the four dimensions of colour (<i>Hue, Value, Intensity and Temperature</i>) and use them to create a final painting.</p> <p>Understand the basics of using a brush to apply watercolour paints.</p>
Critical Understanding and Analysis	<p>Remember and understand the meaning of the following words; <i>Line, Shape, Form, Tone, Texture, Pattern, Colour</i></p> <p>Use and answer the following key question when studying the work of other artists; <i>How did the artist make this piece of work?</i></p>
Use of a Sketchbook	<p>Students learn to consistently label pages with correct titles matching the stage of the creative process they are working on, and the date.</p> <p>Student learn and follow the five points listed below for their “<i>Research into Other Creatives</i>” pages;</p> <p><i>Layout needs to be considered before beginning the double page</i> <i>Title/Background in the style of or matching the artist/artwork being studied</i> <i>Must include students’ own illustrations of the artist’s work</i> <i>Written information and reflection on the artist(s) in students’ own words, appropriate to the student’s year group</i> <i>Printed images of examples of the artist(s) work</i></p> <p>Their writing for this double page answers the single question for Y7 already set above in <i>Critical Understanding and Analysis</i>. – i.e. <i>How did the artist make this piece of work?</i></p>

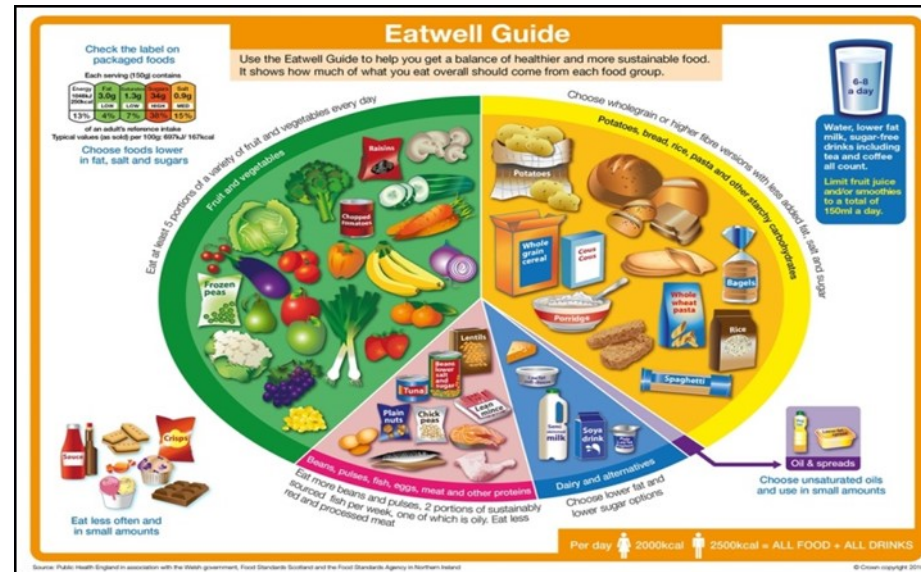
The Creative Process



TIME This is essential. Process requires sufficient time to work properly.

Macronutrient	Functions in body	Sources
Protein	To make the body grow To repair the body To give the body energy	HBV (high biological value – containing all essential amino acids) – meat, eggs, dairy foods, quinoa, soya beans, fish LBV (low biological value – missing one or more essential amino acids) – lentils, peas, beans, cereals, nuts
Fat	Concentrated source of energy Insulates body helps it stay warm Protects bones and kidneys from damage (protective cushion) Provides fat soluble vitamins (A, D, E, K)	Unsaturated - oily fish, nuts and seeds, plant oils, avocados Saturated - animal products, sausages, pies, cakes, biscuits, pastries, chocolate

Macronutrient	Functions in body	Sources
Carbohydrate	Heat and energy for the body Sugars – fast release energy Starch – slow release energy	Sugars – sugars, treacle, honey Starch – potatoes, rice, pasta, bread Dietary fibre - Cell wall of fruits, vegetables and cereals



Food room expectations:

- Bring pre weighed ingredients to the chiller before registration (ensure everything is named)
- For all practical lessons you need ingredients, named container, hair band (if required)
- Store bags/coats/blazers in the cubby holes
- For practical lessons, wash hands, tie hair back, blazers off and aprons on
- You will collect your food at the end of the day unless you have a note from home
- Think 'safety' at all times and follow the classroom rules

Introduction to Drama

Key Vocabulary

Playwright The name given to the person who writes a play.

Director The name of the person who decides where the actors should be placed and how they should act.

Actor A person who performs a play on a stage in front of an audience.

Character A (most often) fictional person who an actor pretends to be.

Script The document with the lines of dialogue and stage directions.

Stage direction Instructions for the actors which are in brackets and/or italics on a script.

Dialogue The words spoken between two or more characters.

Monologue A one person speech.

Tableaux A frozen image in which the actors hold still in their position for an extended period of time. Almost like a representation of a real-life photograph.

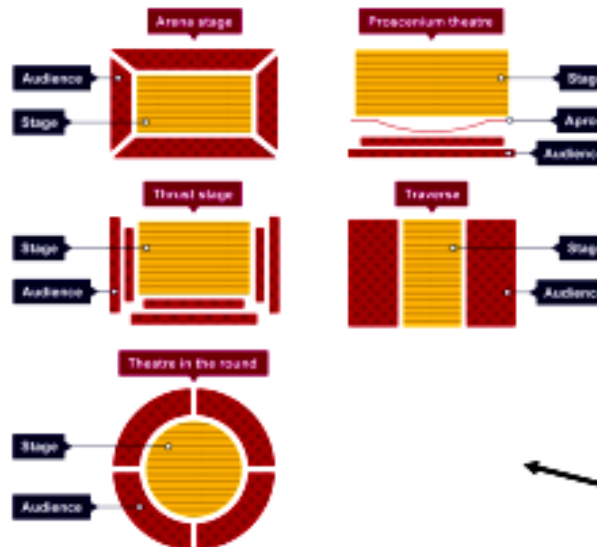
Thought-track When an actor steps out of a tableaux and speaks. The speech explains the thoughts and feelings running through the characters mind at this specific moment.

Why do we study Drama at Plymstock School?

We aim to help develop every students' creative thinking and promote confidence in self-expression, whilst developing key universal employability skills to help prepare you for the modern, and future, world of work.

Upstage Right	Upstage Centre	Upstage Left
Centre Stage		
Downstage Right	Downstage Centre	Downstage Left
Audience		

Stage Positions



How do we rehearse?

Block
↓
Refine
↓
Polish

Different Stage Shapes and Their Name.



Melodrama

Origin of the word

'Melos' meaning music in Greek has formed the roots of the word melody. Melodrama is therefore a **melody drama**, or in other words, a drama which contains music.

When and why did they become popular in Britain?

A style of theatre that became very popular in Victorian Britain. During the **industrial revolution** many people moved into cities to take jobs in the factories. Living conditions were overcrowded and poor, the jobs required long hours and provided dangerous conditions to be in. Working class people were not taught how to read and there were no schools. Melodrama with the **simple repetitive storyline** were **good always overcomes evil**, and it's **over-exaggerated acting style** provided one of a few cheap forms of escapism and entertainment.

Traditional 5-part Narrative Structure

Exposition The backstory of the characters and their world.

Rising Action Unexpected event which causes the main character a problem. A new character is introduced.

Climax The story's turning point and the point of the most tense moment of the play.

Falling Action Everything that was going badly starts to change and become more positive.

Resolution Good conquers evil, and order is restored.

The Elements of Five Act Structure



Stock Characters of Melodrama

A **stock character** is a stereotypical 'type' character who always behaves in the same way and is easily identifiable.

Hero

Heroine/ Damsel-in-distress

Villain

Villain's Sidekick

Aged Parent / Good Old Person

Servant

An **ECOSYSTEM** is a natural system made up of plants, animals and the environment. There are many complex interrelationships (links) between the living (plants & animal) and non-living (atmosphere & soils) components. Ecosystems can be as small as a hedgerow or pond. Larger ecosystems, on a global scale, are known as biomes, such as tropical rainforest or the desert.

Producer	Organisms that get their food from the natural environment (<i>photosynthesis</i>)
Consumer	Organisms that feed on other organisms (producers and consumers). <ul style="list-style-type: none"> • herbivores (only eats plants) • carnivores (eat only animals) • omnivores (eats animals and plants)
Decomposer	Decomposers (fungi, bacteria) feed on dead producers & consumers. This dead material is known as litter. They break down the litter and recycle the nutrients back to the soil.
Food Chain	A food chain is a single line of linkages between producers and consumers. It shows what eats what.
Food Web	A food web shows all the linkages between the producers and consumers in an ecosystem. A food web shows what eats what.
Nutrient Cycle	The movement of nutrients around an ecosystem. <i>e.g. when dead material is decomposed, nutrients are released into the soil. The nutrients are then taken up from the soil by plants. The nutrients are then passed to consumers when they eat the plants. When the consumers die, decomposers return the nutrients to the soil. This is the nutrient cycle.</i>

Tundra
Found at high latitudes (above 60° N) in northern Europe, Alaska and northern Canada. Winters are very cold, summers are brief and there is little rainfall. There are hardly any trees — vegetation includes mosses, grasses and low shrubs. There's a layer of permanently frozen ground called permafrost (see p.47).

Grassland
There are two types of grassland. Savannah grasslands are found between the tropics. There are distinct dry and wet seasons, although rainfall is still relatively low. Most of the vegetation is grasses with a few scattered trees. Temperate grasslands are found at higher latitudes where there is more variation in temperature and less rainfall. There are no trees here — just grasses.

Temperate Deciduous Forest
Found mainly in the mid latitudes where there are four distinct seasons. Summers are warm, winters are relatively mild and there's rainfall all year round. Deciduous trees lose their leaves in winter to cope with the colder weather.

Tropical Rainforest
Found around the equator, between the tropics, where it's hot and wet all year round. This is an area of lush forest, with dense canopies of vegetation forming distinct layers. There's more about tropical rainforests on the next page.

Hot Desert
Found between 15° and 35° north and south of the equator where there's little rainfall (see p.39). It's very hot during the day and very cold at night. Shrubs and cacti are sparsely distributed in the sandy soil.

Polar
Found around the north and south poles. They are very cold, icy and dry. Not much grows at all (see p.47). They remain dark for several months each year so the growing season is very short — about 2 months.

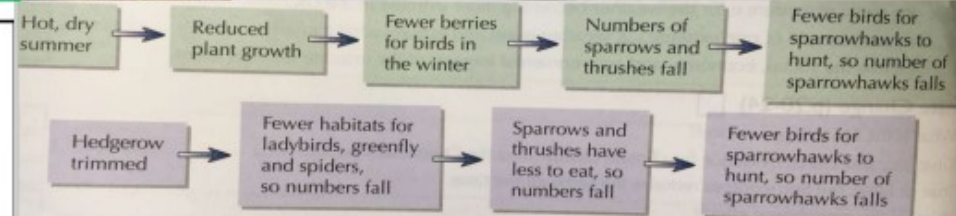
A freshwater pond ecosystem is an example of a small scale ecosystem in the UK. It provides a variety of habitats for plants and animals, due to changes in oxygen, water and light.

It is made up of the plants, fish, birds and other organisms that live within it, as well as the water, sunlight, temperature in the area.

- Producers: algae, marsh marigold, waterlily
- Consumers: frog, heron, fish (e.g. perch), duck, waterworms, rat tailed maggot

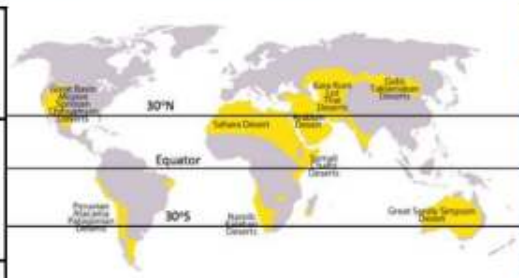


A change in one part of an ecosystem has an impact on other parts of the ecosystem. Some parts of an ecosystem depend on the others (e.g. consumers depend on producers for a source of food) and some depend on them for a habitat. So if one part changes it affects all the other parts that depend on it. Two examples can be seen to the right.





KS3 – The Geography Knowledge – Biomes (part 1)




Location	Deserts are located along the Tropic of Cancer & Tropic Capricorn (23.5° – 30° north and south of the equator latitude), Examples: Sahara Desert: Africa (Algeria, Egypt), Mojave desert: USA
Climate	Hot and dry: arid. 2 seasons (summer and winter). Temperature range: over 40°C in the day – less than 5°C at night Precipitation: less than 250mm per year. In some areas as low as 70mm per year
Vegetation	Very sparse (cactus, Joshua tree, desert daisy)
Animals	Very few (lizards, scorpion, camel, wolf spider, kangaroo)
Soil	Not very fertile as there is hardly any decaying plants to add nutrients to the soil. It is shallow, dry and has a coarse, gravelly texture.
People	Indigenous people in the desert are usually nomadic farmers who travel with their herd (goats and sheep) in search of food, water. New groups have started to live in the desert to use their natural resources (e.g. oil, farming, tourism, renewable energy)
Biodiversity	The variety of organisms living in a particular area (plants and animals)
Biodiversity in the desert	Deserts have low biodiversity. ➢ Small areas of the desert, that are near water (rivers, ponds) have higher diversity of plants, animals and humans.
Threats to the desert	<ul style="list-style-type: none"> Desertification on the fringe of the hot desert. This is causing the desert to get larger and the soils to become drier = erosion. Climate change = more extreme weather (e.g. droughts) = plants/animals unable to survive the even hotter and drier weather = loss of biodiversity.



VEGETATION ADAPTATIONS

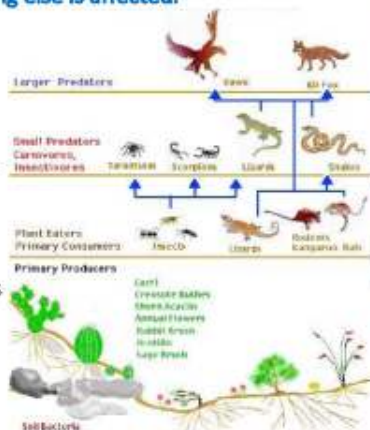
Cactus 	<ul style="list-style-type: none"> Some have deep roots to reach water deep under the ground Some have a very shallow horizontal root system, just below the surface, so that it can soak up water before it evaporates. Succulent: store water in the stems. Thick, waxy skin to reduce water loss from transpiration Spines reduce water loss and protect the cacti from predators who might try and steal the water stored in their stem.
Joshua Tree 	<ul style="list-style-type: none"> Deep roots to reach water deep under the ground Small needle like leaves to reduce water loss. Leaves are covered in a waxy resin to avoid water loss

ANIMAL ADAPTATIONS







Camel 	<ul style="list-style-type: none"> Large, flat feet to spread their weight on the sand. Triple eye lids and long eyelashes keep sand out of their eyes. Their colour helps them camouflage (blend in) Store fat in their hump, which can be used for energy. They can also break this down into water when needed.
Lizard 	<ul style="list-style-type: none"> Burrow during the hot days and emerge at night to feed. Their colour helps them camouflage (blend in) Nocturnal – only come out at night when cooler.
Other adaptations 	<ul style="list-style-type: none"> Some animals sit very still in the shade during the hottest part of the day (e.g. fennec foxes). Some animals are nocturnal, meaning they burrow and sleep in the hot days and come out during the cooler evenings.

All parts of the desert ecosystem are linked together (climate, soil, water, animals, plants and people). If one of them changes, everything else is affected.

- Plants get their nutrients from the soils. Animals get their nutrients from the plants.
- Animals spread seeds in their dung (poo), helping new plants to grow.
- Hot and dry climate = water is very quickly evaporated = leave salts behind = salinity/salty soils.
- Very few nutrients are recycled as there is so little vegetation = very little decay.
- Sparse vegetation = lack of food = low density of animals
- Water supplies in the desert are caused due to low rainfall and quick evaporation. As a result humans use irrigation to water their crops using deep wells = less water available for plants and animals.



KEY INDIVIDUALS:

PERSON	KEY DETAILS
<p>EDWARD THE CONFESSOR</p> 	<p>English King who died in 1066 without an heir.</p>
<p>HAROLD GODWINESON</p> 	<p>Was the English claim to the throne after the death of Edward. Won the Battle of Stamford Bridge but lost the Battle of Hastings after receiving an arrow to the eye.</p>
<p>HAROLD HARDRADA</p> 	<p>Was from Norway and wanted to claim England after the death of Edward – attacked at Stamford Bridge but lost to Harold Godwinson.</p>
<p>WILLIAM I</p> 	<p>Won the battle of Hastings in 1066 after defeating Harold Godwinson and was made King on Christmas day 1066</p>
<p>KING JOHN</p> 	<p>King who was forced by his Barons & Bishops to sign the Magna Carta in 1215</p>
<p>THOMAS BECKET</p> 	<p>Archbishop of Canterbury who was murdered in 1170 because he fell out with King Henry II.</p>

KEYWORDS

KEYWORD:	DEFINITION:
Heir	Having a successor/child to inherit the throne & be the next king
Archers	Soldiers who attacked with bows and arrows
Cavalry	Soldiers who fought on horses
Domesday Book	A survey of wealth in England to set taxes
Harrying of the North	William's brutal response to rebellions in the North
The Magna Carta	A charter signed by King John in 1215 – to ensure laws were fair
Archbishop of Canterbury	Top church position in England.
Black Death	The Medieval blackplague that ravaged Europe and killed a third of its population

KNOWLEDGE CHECKER:

SKILLS	R	A	G
I can explain the story of Britain before 1066			
I can understand the three different claimants to the throne after the death of Edward the Confessor			
I can explain why William won the Battle of Hastings			
I can write a narrative account explaining how William secured control of England			
I can evaluate different interpretations of King John and assess the usefulness of sources			
I can explain the long and short term causes and consequences of the murder of Thomas Becket.			
I understand the impact of the Black Death on Medieval society and can evaluate the usefulness of sources.			

THE 3 CLAIMANTS TO THE THRONE

Who died? In 1066 Edward the Confessor died with no heir.

Who claimed the throne in 1066? Three men claimed the throne in 1066 – these were: Harold Godwinson, Harald Hardrada and William, Duke of Normandy

Who was chosen? The Witan chose Harold Godwinson but this led to war with the other claimants.

The Battle of Stamford Bridge: The Viking leader attacked at Stamford Bridge but Harold marched his men quickly up to York and had the advantage of a surprise attack. Although successful, Harold's army were tired and soon heard the news that William had invaded in the South.

THE BATTLE OF HASTINGS

Why did William win the Battle?

Luck – William was unable to cross the English Channel because of a storm. When it was safe to cross, Harold was fighting Hardrada at Stamford Bridge so he could land safely.

Resources: William had archers and cavalry. This gave him an advantage on even ground. Harold's army was exhausted after marching 250 miles south from Stamford Bridge to Hastings.

Tactics: William's men pretended to retreat and this tricked the Saxon army into chasing them. This broke the shield wall and removed the advantage of being at the top of a hill.

HOW DID WILLIAM SECURE CONTROL?

He removed opposition – William ruthlessly crushed rebels in events such as the Harrying of the North and Hereward the Wake.

He built Motte and Bailey Castles - A Motte mound had a Keep placed upon a large mound of dirt as well as Bailey that was separate where the people and animals lived. This was the first type of castle in Norman England.

The Feudal System saw him give trusted friends land in exchange for loyalty.

The Domesday Survey allowed him to assess how much he could charge in taxes.

YEAR 7 MEDIEVAL REALMS

THE BEATH OF BECKET

Who was he? As King Henry's Chancellor, (and friend) he was invited to be Archbishop of Canterbury in 1162 in the hope that this would help Henry control the Church.

Why was he murdered? After he became Archbishop he became very pious and fell out with the King.

What happened? Henry was overheard by some of his knights complaining about Thomas – 'will someone rid me of this turbulent priest'. They took it upon themselves to kill him in Canterbury Cathedral.

KING JOHN AND THE MAGNA CARTA

Why was King John so unpopular? He taxed the Barons heavily and punished anyone who did not follow his unreasonable laws. The Pope closed down all English churches for 7 years and no one could get married or have a proper Christian burial.

He was cruel – it was rumoured that he killed his nephew in rage and allowed his enemies wife to starve to death in prison.

What was the Magna Carta? In 1215 John's Barons and Bishops forced him to sign a charter which listed rules he would follow. Although he signed it he broke his promise. It was important in the long term and was the first step in Britain becoming a democracy.

THE BLACK DEATH

When was the Black Death? 1348-1349

What were the symptoms? The symptoms included painful swellings called buboes in the armpit and groin, vomiting and a fever, bleeding under the skin, painful spasms and sometimes the buboes would burst and a foul-smelling black liquid would ooze from the wound.

How did medieval people treat the Black Death? People tried to treat the Black Death by: praying to God and asking for forgiveness, whipping yourself to say sorry to God, to not go near stagnant water or rubbish tips, to burn sweet-smelling wood in the house, to carry a bunch of herbs to and hold it to your nose, to go on a pilgrimage to a Holy place

<u>-ER Verbs</u>	
<u>aider</u>	to help, helping
<u>aimer</u>	to like, liking
<u>arriver</u>	to arrive, arriving
<u>changer</u>	to change, changing
<u>chanter</u>	to sing, singing
<u>chercher</u>	to look for, looking for
<u>cocher</u>	to tick, ticking
<u>créer</u>	to create, creating
<u>demander</u>	to ask for, asking for
<u>donner</u>	to give, giving
<u>écouter</u>	to listen to, listening to
<u>étudier</u>	to study, studying
<u>fermer</u>	to close, closing
<u>frapper (à)</u>	to knock (at), knocking (at)
<u>gagner</u>	to win, winning
<u>habiter</u>	to live, living
<u>manger</u>	to eat, eating
<u>marcher</u>	to walk, walking
<u>montrer</u>	to show, showing
<u>parler</u>	to speak, speaking
<u>partager</u>	to share, sharing
<u>passer</u>	to spend, spending (time)
<u>penser (à)</u>	to think (about)
<u>porter</u>	to wear, wearing
<u>préparer</u>	to prepare, preparing

What it's for:

Below is the pattern for ALL regular ~er verbs in the present tense. You MUST learn this pattern.

For a list of other regular ~er verbs, see page 32.

Other key words:

chaque - every
 semaine - week
 à - at

Common error:

manger - to eat
 Nous mangeons - We eat/are eating

aimer - to like
 J'aime - I like

Regular ~er verbs
 e.g. trouver to find



How it works:

Je trouve - I find/am finding
 Tu trouves - You find/are finding
 Il trouve - He finds/is finding
 Elle trouve - She finds/is finding
 Nous trouvons - We find/are finding
 Vous trouvez - You (all) find/are finding
 Ils trouvent (m) - They find/are finding
 Elles trouvent (f) - They find/are finding

Sentence-building words:

la solution - the solution
 la réponse - the answer
 la maison - the house
 le vélo - the bike
 la voiture - the car
 le collège - the school
 le chien - the dog
 le livre - the book
 le professeur - the teacher (m)
 la professeure - the teacher (f)

<u>regarder</u>	to watch, watching
<u>ressembler (à)</u>	to look like, looking like
<u>rester</u>	to stay, staying
<u>travailler</u>	to work, working
<u>trouver</u>	to find, finding
<u>tuer</u>	to kill, killing
<u>visiter</u>	to visit, visiting

What it's for:
 This verb is most commonly used to tell people what you or things are.
 It's a very important verb.
Learn its pattern below!

Other key words:
 et - and
 bonjour - hello
 au revoir - good bye
 mais - but
 ou - or
 merci - thank you

être
 to be/being

How it works:
 Je suis - I am
 Tu es - You are
 Il est - He is
 Elle est - She is



Sentence-building words:
 anglais(e) - English
 français(e) - French
 grand(e) - tall
 petit(e) - short
 amusant(e) - funny
 content(e) - pleased
 intelligent(e) - intelligent
 méchant(e) - mean
 calme - calm, quiet
 triste - sad

What it's for:
 This verb is most commonly used to say what you or people have.
 It's a very important verb.
Learn its pattern below!

Other key words:
 ce / c' - this
 qui - who
 bon - good (m) (adj)
 un - a/an (m)
 une - a/an (f)
 il y a - there is/are

avoir
 to have/having

How it works:
 J'ai - I have
 Tu as - You have
 Il a - He has
 Elle a - She has
 Nous avons - We have
 Vous avez - You (all) have
 Ils ont - They (m) have
 Elles ont - They (f) have



Sentence-building words:
 un animal - an animal/pet
 un chien - a dog
 un livre - a book
 un portable - a mobile phone
 un ordinateur - a computer
 un vélo - a bike
 une chambre - a bedroom
 une chose - a thing
 une idée - an idea
 une règle - a ruler
 une voiture - a car

What it's for:
 This verb is most commonly used to say what you do or make.
 It's a very important verb.
Learn its pattern below!

Other key words:
 ça - that
 quoi - what

faire
 to do/doing

How it works:
 Je fais - I do/make/am doing/am making
 Tu fais - You do/make/are doing/are making
 Il fait - He does/makes/is doing/is making
 Elle fait - She does/makes/is doing/is making
 Nous faisons - We do/make/are doing/are making
 Vous faites - You (all) do/make/are doing/are making
 Ils font - They (m) do/make/are doing/are making
 Elles font - They (f) do/make/are doing/are making



Sentence-building words:
 le lit - the bed
 le ménage - the housework
 le modèle - the model
 la cuisine - the cooking
 les courses - the food shopping
 les devoirs - the homework
 l'activité - the activity

What it's for:
 These are little words that show ownership of a thing - words like **my** and **your**.
 Because they give information about a noun, they are treated as adjectives.
 This means my and your each have a masculine, feminine and plural form to match the gender of the noun.

Misconceptions:
 You cannot put **ma** or **ta** before a noun that starts with a vowel or a silent 'h'. For these nouns, always use **mon** or **ton**, even if the noun is feminine.

e.g.
 mon ami (m)
 mon amie (f)

Possessive adjectives

How it works:

	m	f	pl
my	mon	ma	mes
your	ton	ta	tes

Examples:
 le chien - mon chien
 la voiture - ma voiture
 les règles - mes règles
 le vélo - ton vélo
 la chemise - ta chemise
 les parents - tes parents

Folk Music

(Exploring Harmony and Accompaniments)

A. History of Folk Music

Folk Music is **TRADITIONAL music of the people** performed by the people themselves and played within their own communities. Folk Music was passed on **ORALLY** (through speech or song) from one generation to the next – the **ORAL TRADITION** (passed down by word of mouth), and many Folk Songs were not originally written down. The Industrial Revolution of the 18th and 19th Centuries destroyed communities so many of the traditional Folk Songs were lost. Attempts were made to collect these songs and *Cecil Sharp* published a 'written down' collection of English Folk Music in 1907 which had taken a lifetime to collect. During the 1950's a great **FOLK MUSIC REVIVAL** began and bands in the 1970's 'mixed together' Folk and Rock (**FOLK ROCK**) as a type of musical **FUSION** e.g., *Lindisfarne*, *Steeleye Span*. Other musicians created more modern and commercial **ARRANGEMENTS** of Folk Songs such as *Ralph McTell's* "Streets of London" in 1975. Folk Music influenced bands such as *The Beatles* and artists such as *Paul Simon* and modern-day groups such as *The Corrs* use traditional Folk Music in their songs.



B. Types of Folk Music

People from different countries and cultures have their own **FOLK MUSIC**. However, although it may sound different, **FOLK SONGS** are often include **WORK SONGS**, including **SEA SHANTIES**: songs sung at sea by sailors, the rhythm of these helped the sailors haul the ropes that hoisted the sails, and songs about **EVERYDAY LIFE**, **THE SEASONS**, **BATTLES AND WARS**, **SHEPHERD'S SONGS** and **LULLABIES** (cradle songs). People also sang Folk Songs to help them forget their aches and pains e.g., *shepherd's sang about their sheep and lambs and the bitter weather to help keep their spirits high*. Folk Music can also be **INSTRUMENTAL**, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk Music still happens such as **MORRIS DANCERS** or **MAYPOLE DANCING**.



C. Folk Song Accompaniments

TONIC PEDAL - A (BASS) PEDAL (POINT/NOTE)

is a note of long duration, often held in the bass part (lower down the keyboard) which uses the **TONIC** note, over which the melody line and chords will "fit" e.g.



DRONE - A form of musical accompaniment consisting of continuous sounding pitched notes, usually a FIFTH apart (5 notes), again, often in the bass part e.g.



OSTINATO - A repeated musical pattern as an accompaniment, often using notes of the CHORD and rhythm patterns from the song e.g.



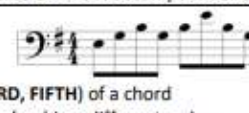
CHORDS - Many Folk Songs use PRIMARY CHORDS (CHORD I, CHORD IV and CHORD V) and sometimes the SECONDARY CHORDS of CHORD III and CHORD VI as a musical accompaniment.

The notes of a CHORD can be performed in different ways to create different accompaniments:

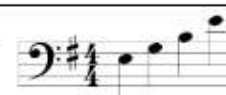
As a **TRIAD** (all three notes (ROOT, THIRD, FIFTH) performed together, the ROOT sometimes in the BASS part acting as BASS LINE).



As a **BROKEN CHORD** - a way of playing the notes (ROOT, THIRD, FIFTH) of a chord separately ('broken' up) in a different order, ascending (going up) or descending (going down).



As an **ARPEGGIO** - playing the notes of a chord ascending or descending (ROOT, THIRD, FIFTH) in order, but separately.



As an **ALBERTI BASS** - a way of playing the notes of a chord in the order: lowest (ROOT), highest (FIFTH), middle (THIRD), highest (FIFTH), repeated several times as a bass line **ACCOMPANIMENT**

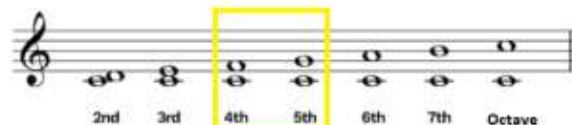


D. Harmony in Folk Music: Intervals

ACCOMPANIMENT - Music that accompanies either a lead singer or melody line. This can be instrumental performed by members of a Folk Band but also vocal often known as the "backing" provided by backing singers. (see C for different forms of accompaniments).

HARMONY - The effect produced by two or more pitched notes sounding together at the same time e.g., a chord or triad creates harmony or a lead singer and backing singers singing different melodies or parts 'in harmony' (**COUNTER MELODY**)

INTERVAL - The distance between two musical notes. The intervals of a **FOURTH** and **FIFTH** are common in Folk Music.



F. Instruments, Timbres and Sonorities of Folk Music

Many **FOLK SONGS** are often performed **UNACCOMPANIED** (with no instrumental accompaniment) = **A CAPPELLA**. However, the following instruments are often used in Folk Music:

Penny/Tin Whistle	Harmonica or Mouth Organ	Acoustic Guitar	Northumbrian Pipes	Accordion	"Fiddle" (Violin)	Mandolin	Banjo	Concertina

Form and Structure

Exploring Musical Structures



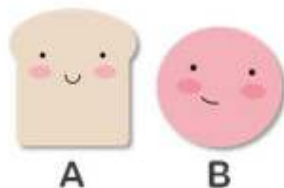
A. Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a ‘musical conversation’. The **MELODY** below shows the opening of “Twinkle Twinkle Little Star” - notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



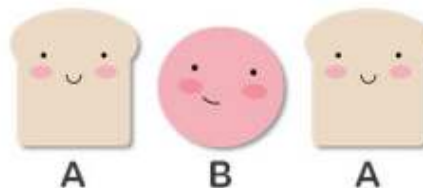
B. Binary Form

BINARY FORM (AB) describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section **contrasts** musically in some way to the first “A” section.



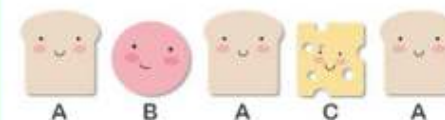
C. Ternary Form

TERNARY FORM (ABA) describes music in three sections. The first section can be labelled “A” and the second section “B”. The “B” section **contrasts** in some way to the first “A” section which is then **repeated** after the “B” section again.



D. Rondo Form

RONDO FORM (ABACADA...) describes music where a main **theme** or **melody** “A” keeps returning between different contrasting sections “B, C, D...” (called **episodes**)



E. Key Words

- 1. FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
- 2. PHRASE** – A short section of music, like a “musical sentence”.
- 3. PITCH** – The **highness** or **lowness** of a sound or musical note.
- 4. MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and “good melodies” have an organised and recognisable shape.
- 5. HARMONY** – Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
- 6. DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
- 7. OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

F. Music Theory

Treble Clef Pitch Notation



C D E F G A B c' d' e' f'

Treble Clef “Lines” Note Names

Treble Clef “Spaces” Note Names

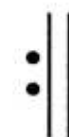
Repeat Mark



E G B d' f'



F A c' e'

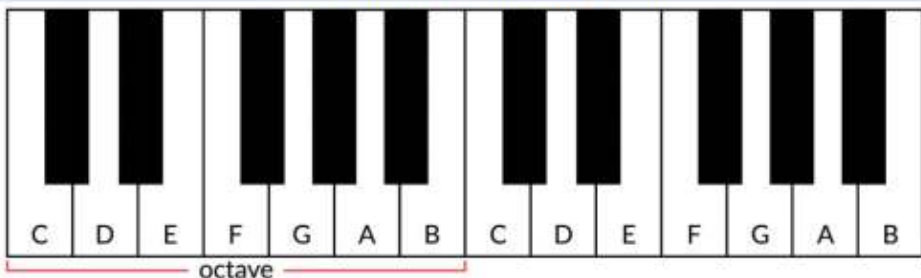


KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation



A. Layout of a Keyboard/Piano

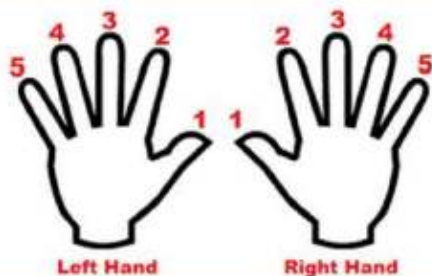


A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D. Keyboard Functions



E. Left Hand/Right Hand (1-5)



B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of **5 LINES** and **4 SPACES**.



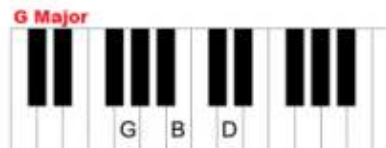
Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



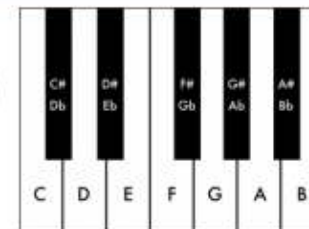
C. Keyboard Chords



Play one - Miss one - play one - miss one - play one

F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names - C# is the same as Db - there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



VARIATIONS

Exploring ways to develop musical ideas



A. Theme and Variations Key Words

MELODY – A tune or succession of notes, varying in pitch, that have an organised and recognizable shape. Often called the main **TUNE** or **THEME** of a piece of music or song and easily remembered.

VARIATION – Where a **THEME** is altered or changed musically, while retaining some of the primary elements, notes and structure of the original. **VARIATION FORM:**



A (Theme) A1 (Variation) A2 (Variation) A3 (Variation) A4 (Variation)

B. Augmentation and Diminution – Note Values and Duration

AUGMENTATION – the process of **DOUBLING** the note values (**DURATION**) of a theme as a means of variation.



DIMINUTION – the process of **HALVING** the note values (**DURATION**) of a theme as a means of variation.

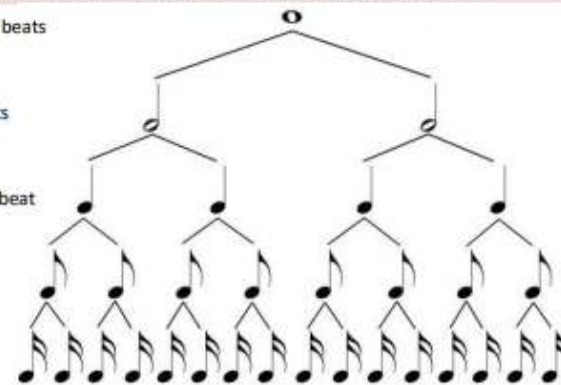
SEMIBREVE = 4 beats

MINIM = 2 beats

CROTCHET = 1 beat

QUAVER = 1/2 beat

SEMIQUAVER = 1/4 beat



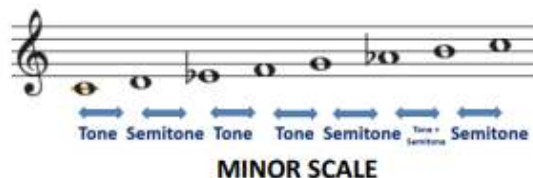
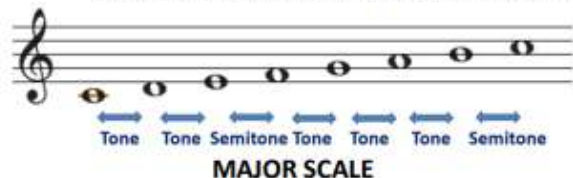
C. Variation Techniques

<p>PITCH – Change the highness or lowness of the theme – play the same notes, but at different pitches e.g. in different OCTAVES.</p>	<p>TEMPO – Change the speed of the theme – play it faster or slower.</p>	<p>DYNAMICS – Change the volume of the theme – play it louder or softer.</p> 	<p>TEXTURE – Change the amount of sound we hear – play as a SOLO, add an ACCOMPANIMENT or CHORDS, add a COUNTER-MELODY (an 'extra' melody that is played or sung at the same time as the main melody, often higher in pitch and sometimes called a DESCANT).</p> 	<p>TIMBRE AND SONORITY – Change the way the theme is played – smoothly (LEGATO – shown by a SLUR) or short, detached and spiky (STACCATO – shown by a dot).</p> 	<p>ARTICULATION – Change the way the theme is played – smoothly (LEGATO – shown by a SLUR) or short, detached and spiky (STACCATO – shown by a dot).</p>	<p>PEDAL – A long (often very long!) note in the bass line of the music over which other parts, including the theme or a variation of the theme can be played. Also called a PEDAL NOTE or PEDAL POINT and often the TONIC note (but can be the DOMINANT or other notes).</p>	<p>DRONE – A long or series of repeated (often long) notes using the TONIC and DOMINANT notes together (a FIFTH).</p>	<p>MELODIC DECORATION – Adding extra notes or embellishments to the theme such as trills, turns, mordents (ORNAMENTS) or PASSING NOTES (extra notes between the main melody notes).</p>	<p>OSTINATO – Adding a repeated musical pattern (rhythmic or melodic) to the main theme as a form of variation.</p> 	<p>CANON/ROUND – A song or piece of music in which different performers sing or perform the same THEME starting one after the other.</p>	<p>GROUND BASS – A repeated musical pattern in the bass part upon which chords, and melodies can be performed and varied "over the top" of.</p> 
---	---	---	---	--	--	--	---	--	---	--	---

D. Tonality – Major and Minor



TONALITY refers to whether a **THEME** or **MELODY** is in a **MAJOR** or **MINOR** key. Changing the tonality from major to minor or minor to major is one way of providing a variation on the theme of melody. Major and minor scales follow a certain pattern of tones and semitones:



E. Inversion and Retrograde

INVERSION – Changing the **INTERVALS** between the notes of a theme so that they are upside down from the original.

RETROGRADE – A variation technique created by arranging the main theme backwards.

RETROGRADE INVERSION – Arranging the "inverted" variation of the theme backwards!



Year 7 PE

- Personal Behaviour
- Motivating & Influencing Others
- Communication & Teamwork
- Evaluating & Improving
- Body Management
- Self-Motivation



To develop the Plymstock culture and become a valued member of the Plymstock School community.



PHYSICAL ME

Application of physical skills and tactics

	3		4	
1	Badminton	SM1	Gymnastics	TM2
2	Gymnastics	SM1	Badminton	TM2
3	Hockey	SM1	Basketball	TM2
4	Basketball	SM1	Hockey	TM2

Term 2



THINKING ME

Cognitive, creative, evaluative & problem solving skills



SOCIAL ME

Understand and work well with others

- Communication & Teamwork
- Evaluating & Improving



Make eye contact during conversations. Speak to others how you would like to be spoken to.

	Above	Excellent	Expected	Working Towards	Concern
SM1	Can use a wide range of communication strategies & works very effectively in a team environment	Can use a range of communication strategies & works effectively in a team environment	Attempts to use different forms of communication and can work effectively within a team.	Can use a limited range of communication and sometimes works effectively in a team.	Rarely communicates effectively with others in the group. Unable to work effectively in a team environment.

Describe individual strengths and weaknesses. Identify how to improve individual skills each lesson.

	Above	Excellent	Expected	Working Towards	Concern
TM2	is able to observe individual performance and compare against a technical model in order to improve in a wide range of activities.	is able to observe individual performance and compare against a technical model in order to improve in a wide variety of activities.	is able to observe individual performance and compare against a technical model in order to improve in most activities	is able to observe individual performance and compare against a technical model in order to improve in a limited range of activities	Is unable to effectively observe individual performance.

Gender

Hormone Imbalance – women on menstrual cycle
Heart and lungs – men's are bigger than women's
Body shape, size and physique – Men are bigger than women
Muscles mass and flexibility – Men have more muscle mass but are less flexible than women
Muscle strength and power- men are stronger than women.

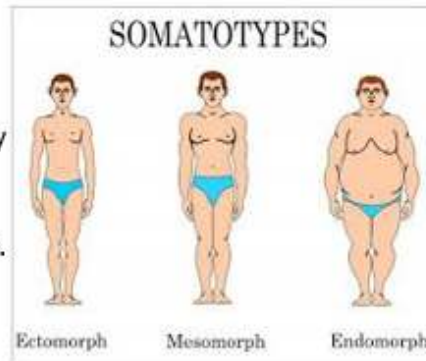


Disability

Physical – loss of functions or body part
Mental – lack of ability to function intellectually and in changing situations
Permanent – set for life
Temporary – could get better or worse e.g. paralysed from a stroke.

Physique

Ectomorph- little muscle or fat, narrow hips and shoulders, thin legs and arms, narrow chest – suitable for marathon running not weight lifting.
Endomorph – High body fat, pear shaped, lot of fat on arms and legs. Suitable for rugby or shot put not for long distance running.
Mesomorph - little body fat, muscular body, strong arms and legs, wide shoulders narrow hips, wedge shaped – suitable for swimming or gymnastic. Likely to excel at all sports.



Age

As we get older we get less flexible, weaker, O2 capacity reduces, heart is less efficient, skill level can improve and longer recover time from exercise and injury.

Culture

Ideas, customs and social behaviour of people on society.
 Participation influences – school you go to, facilities, money, religion, the country you live in and gender.

Environment

Surrounding or condition where we live. Affected by weather (too hot or cold can be dangerous), pollution (ill health), altitude (more O2 at high altitude improves fitness), humidity (water in the air) and terrain.



Risk The possibility of suffering harm, loss or damage.

Challenge a test or your ability or resources in a demanding situation.

Potential Hazards – Faulty equipment, damaged facilities, water, too many people, clothing and knowledge of rules.



Risk and challenge

Risk Assessment: Before activity assess the level of risk and check there are no potential dangers.

Risk control – Safe equipment, follow rules, safe numbers, appropriate clothing, officials, no jewellery, correct age and gender, warm up and cool down.

Activity Levels

Competitive an activity that involves some form of contest, rivalry or game.

Requires performers to be highly committed as they need to train to compete.



Recreational any form of play, amusement or relaxation performed as games, sports or hobbies.

No special training is required. Take part in the activity for some length of time and at a convenient time.



PERSONAL DEVELOPMENT KNOWLEDGE ORGANISER YEAR 7



UNIT 3: RELATIONSHIPS AND SEX EDUCATION

LESSON 8: SELF-WORTH

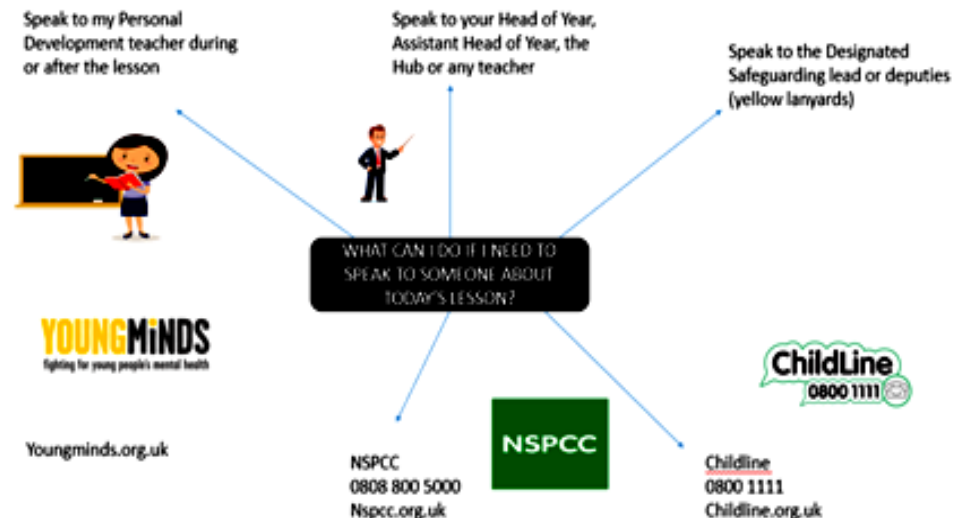
- Self-worth is the internal sense of being good enough and worthy of love and belonging from others.
- Self-worth is different to self esteem
- Young people and even adults can struggle with their self-worth
- It can be useful to develop positive affirmations to help with our self-worth. One examples of a positive affirmation is saying to yourself 'I am good enough'.
- Some people find repeating a positive affirmation in the mirror when feeling low can help with self-worth. Giving yourself compliments can also help with self-worth.

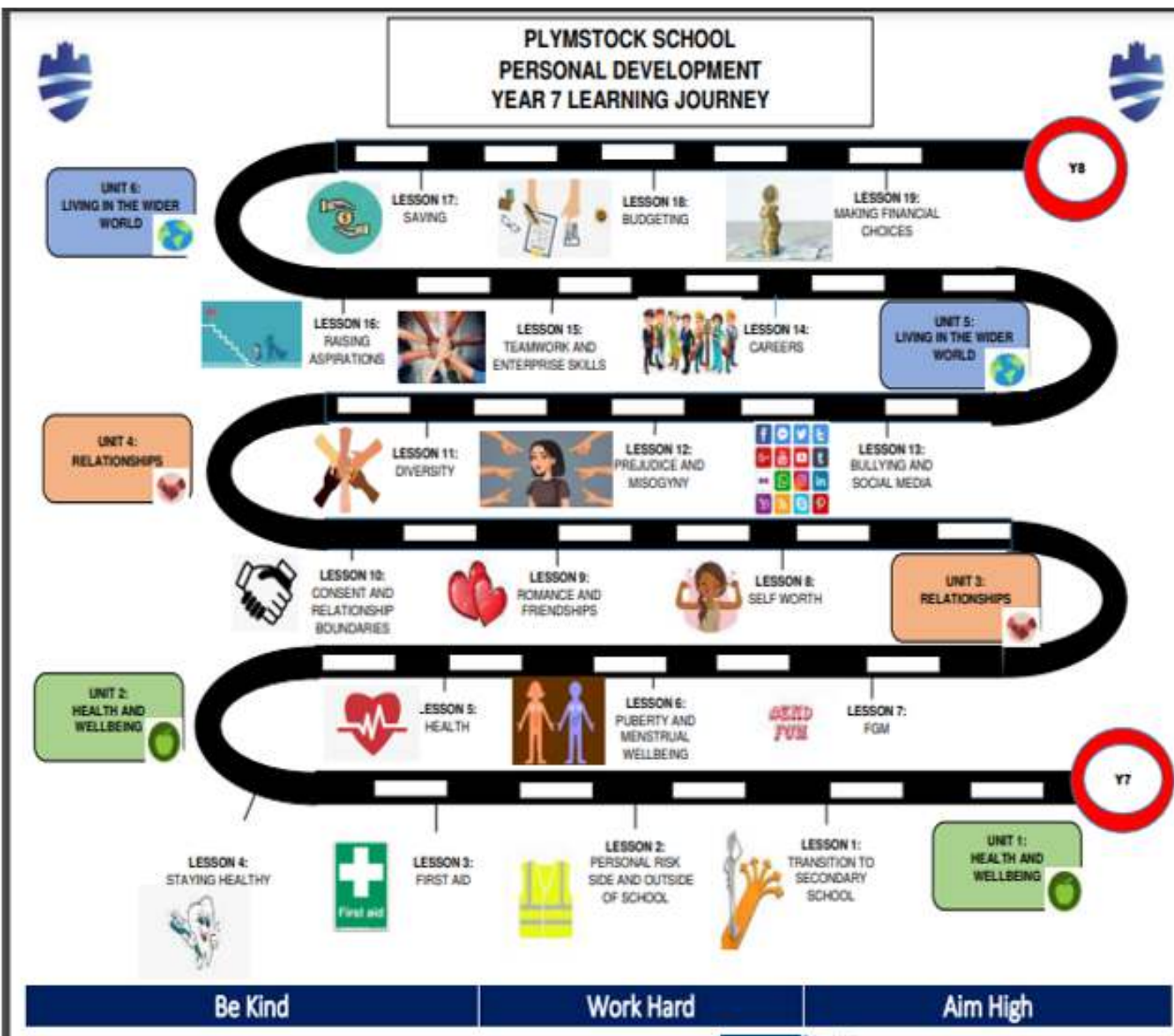
LESSON 9: ROMANCE AND FRIENDSHIPS

- Friendships are important for our mental health.
- As we get older it is more likely we will have romantic relationships.
- We all have different values when it comes to friendships and romantic relationships.
- Feeling safe; feeling valued; having freedom; honesty and being treated with respect are all values we may have when thinking about friendships and romantic relationships.
- These values will be given importance by different people.

LESSON 10: CONSENT AND RELATIONSHIP BOUNDARIES

- Consent means permission for something to happen or agreement to do something.
- The legal age of consent is 16 in a sexual relationship.
- A relationship boundary is like a line where you withdraw your consent and are not comfortable for something to happen.
- 'I want to do this'; 'I'm ready'; 'I feel good about this'. These are all statements we associate with consent.
- Looking relaxed; laughing; direct eye contact. These are all examples of body language associated with consent.
- 'I don't want this'; 'no'; 'I am not sure'. These are all statements associated with not giving consent.
- Folded arms; avoiding touch; shaking your head. These are all examples of body language associated with not giving consent.





KEY TERMS:

KEY TERM:	DEFINITION:
Consent	Permission for something to happen or agreement to do something.
Friendship	A relationship of mutual affection between people.
Relationship	The way in which two or more people or things are connected.
Romance	A feeling of excitement and mystery associated with love.
Self-worth	Self-worth is the internal sense of being good enough and worthy of love and belonging from others.
Self-esteem	Confidence in one's own worth or abilities.

OUR VALUES

- BE KIND**
- WORK HARD**
- AIM HIGH**



For more activities visit the remote curriculum page of the Plymstock school website under the curriculum heading.



Abrahamic Faith – Knowledge organiser

Christianity		Islam		Judaism	
Place of origin	Israel	Place of origin	Saudi Arabia	Place of origin	Israel
Founder	Jesus of Nazareth	Founder	Muslims believe in a chain of prophets starting with Adam	Founder	Abraham
Sacred text	The Bible	Sacred text	Qur'an	Sacred text	Torah
Sacred building	Church, Chapel, Cathedral	Sacred building	Mosque	Sacred building	Synagogue
Holy places	Jerusalem, Bethlehem	Holy places	Mecca, Medina, Jerusalem	Holy places	Jerusalem
Major festivals	Christmas, Easter	Major festivals	Ramadan, Eid-ul-Fitr, Eid-ul-Adha	Major festivals	Rosh Hashanah and Yom Kippur, Pesach (Passover), Shavuot (Pentecost), Sukkot (Tabernacles)
<p>Christians believe that Jesus Christ was the Son of God and that God sent his Son to earth to save humanity from the consequences of its sins.</p> <p>Jesus was fully human and experienced this world in the same way as other human beings of his time.</p> <p>Jesus was tortured and gave his life on the Cross (At the Crucifixion)</p> <p>Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)</p> <p>Christians believe that Jesus was the Messiah promised in the Old Testament</p> <p>Christians believe that there is only one God, but that this one God consists of 3 "persons"</p> <p>God the Father</p> <p>God the Son</p> <p>The Holy Spirit</p> <p>Christians believe that God made the world.</p>		<p>The basic belief of Islam is that there is only one God, whose name in the Arabic language is Allah, and who is the sole and sovereign ruler of the universe.</p> <p>Muslims have 6 main beliefs</p> <p>Belief in Allah as the one and only God.</p> <p>Belief in angels.</p> <p>Belief in the holy books.</p> <p>Belief in the Prophets Muhammad (peace be upon him) is the final prophet.</p> <p>Belief in the Day of Judgement, the day when the life of every human being will be assessed to decide whether they go to heaven or hell.</p> <p>Belief in Predestination, that Allah has already decided what will happen.</p> <p>Muslims believe that this doesn't stop human beings making free choices</p>		<p>Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.</p> <p>Abraham is the father of the Jewish people. Jews see Abraham as a symbol of trusting and obeying God. Abraham is also important to followers of Christianity and of Islam.</p> <p>The story of Abraham is told in the Book of Genesis (the first book of the Hebrew and Christian Bibles) in chapters 12-25.</p>	

Summarise your learning	
Key content	Explanation
Jewish beliefs about the nature of God	Judaism is a monotheistic faith (belief in one God). The Jewish belief in one God and his characteristics come from the Torah (Jewish holy book). The belief is that G-D is omnibenevolent, Omnipotent, omniscient and so one. (Instead of writing God some Jewish people prefer to write G-D as a sign of respect to God).
Christian beliefs about the nature of God	Christianity is a monotheistic faith (belief in one God). Christians believe that God is omnibenevolent, Omnipotent, omniscient and so one. Christians believe in the trinity; one God in three persons; God the father, the son and the holy spirit.
Muslim beliefs about the nature of God	Islam is a monotheistic faith (belief in one God). Muslims believe that God is omnibenevolent, Omnipotent, omniscient and so one. If fact, Muslims believe that there are 99 names that describe Allah, which include words like just, creator, merciful and compassionate.. https://www.quran411.com/99-names-of-allah.asp

Chronology of Abrahamic Faiths	
Judaism	1812 BC / BCE
Christianity	0 AD / CE
Islam	610 CE (This is an approx. date when the prophet Muhammad – pbuh- started to receive divine revelations from God)

Key People	
Abraham	A man who God made a covenant (agreement) with that he would have many descendants (children, grand children, great grand children and so on) who would be a great nation.
Moses	A man who received the laws including the Ten Commandments from God
Jesus	A Jewish man, believed by Christians to be the Messiah (chosen one) and Son of God. In Islam he is called Isa and is believed to be a Prophet.
Muhammad (Pbuh)	The final prophet, who received Allah's full revelation; he lived from 570-632 CE. PBUH is written after his name to show respect and stands for peace be upon him.

Key Teachings		
Judaism	Christianity	Islam
<p>Nature of God The Shema – a central prayer calling for belief in one G-D.</p> <p>“Hear, I Israel! The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart and with all your soul and with all your might” (Torah)</p> <p>“The Lord God in heaven above and on earth below. There is no other” Torah</p> <p>“So now that I myself am He! There is no god besides me” Torah</p>	<p>Nature of God “For God so loved the world that He gave his only son that whoever believes in him shall not perish but have eternal life (Bible)”</p> <p>“Nothing is impossible with God”</p> <p>Trinity “In the beginning was the word and the word was with God. He was with God in the beginning” (Bible)</p>	<p>Nature of Allah “There is no God but Allah, and Muhammad is his prophet” (Quran)</p> <p>“The Most Excellent Names belong to God; use them to call Him, and keep away from those who abuse them—they will be requited for what they do” (Quran)</p> <p>‘Say “He is God, God the eternal. He begot no one nor was e begotten. No one is comparable to Him” (<i>Qur’an</i>, Surah 112:1-4</p>

