



ENGLISH Words of protest: World War and Britain

In this unit of work, you will read about poets and their attitudes to war across the ages. We will be studying ancient epic poems about bravery and monsters, poems which paint war as a 'game', poems which show the horrors of combat, the devastation of families, lives and even cultures to modern day poems about warfare and its effects on the soldiers themselves.

You will be studying a range of types of poem from the ballad all the way to the sonnet. We shall explore together why the poets chose the forms they did, why they held the views they did and what they hoped to achieve through their poetry.

Key poem types:

Ballad: These repetitive poems tell a story and usually share a moral message.

Dramatic monologue: This type of poem is designed to sound as if the subject of the poem is having a conversation with you – the reader.

Didactic poems: These usually carry a strong moral message

Elegy: These are reflective poems used mostly to celebrate someone who has died.

Epic: These are usually very long stories about the exploits of a hero or heroes.

Ode: Usually written in celebration of a person or subject.

Sonnet: Traditionally a love poem of fourteen lines.

Your assessments:

How does the poem – The Soldier by Rupert Brooke– show the poet’s attitude towards war?

Write a description entitled ‘Warfare’ based on either of these images:



Keywords:

Attitude	Bravery
Context	Fellowship
Patriotism	Post Traumatic Stress Disorder
Cowardice	Boer War
Honour	Civilian
Duty	Vietnam

These are the time periods we will be visiting. It is a good idea to learn about these time periods as they will help you to understand more about the poem, the poet and their motivations.

4th century BC (Beowulf), 1890-1900 (The Boer war), 1914-1918 (WW1), 1939-45 (WW2), 1955-75 (The Vietnamese War), 1990-91 (The Gulf War)



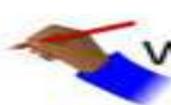
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Your diagnostic image and task:



Your school is holding a creative writing competition.

You have been asked to submit a piece of descriptive writing as suggested by this image.

Yr 7 -Term 3.2

Descriptive writing – the power of words

In this half term, you will be learning how to craft language and structure to create atmosphere and mood in a description. You will also review and explore how to create cohesion in your text as well as to write convincingly and compellingly.

Your final summative task:



Your local newspaper is holding a descriptive writing competition for students of your age.

You have been asked to submit a piece of description entitled 'Disaster.'

Level	W2	W3	W6
9	Wide ranging and imaginative use of vocabulary is always used to precisely apply layers of meaning and suggestion.	Sentences are accurate, imaginatively used and show extensive evidence of writer craft.	Imaginative and skilful crafting of structural techniques. Perspective used carefully to effect reader as well as skilful controlling and release of information to achieve particular effects.
8	Vocabulary is usually imaginative and chosen specially to suit audience and intention. Layers of meaning and connotation are evident.	Most sentences are accurate and crafted to influence the reader or contribute to the meanings, mood and themes in the text.	Skilful and controlled use of various structural elements to achieve effects on the reader/build mood or atmosphere.
7	Ambitious vocabulary choices are well suited to the task and intentions of the writer. There is evidence of a crafted intention behind most of the choices.	Some controlled use of accurate sentences to create an effect in the text. For example – lists used to add depth to descriptions.	Writing follows a clear and crafted structure which is intended to achieve particular effects. These devices are not always fully successful however.
6	Usually ambitious vocabulary which is clearly chosen for effect although choices are not always appropriate/have the desired effect.	Sassy sentence starters are employed to vary sentence openings and some evidence of sentence structures being used for effect – short exclamatory sentences to show strong emotions.	Some evidence of using structure and the order of information for effect – using flashbacks to withhold information, speech to speed up action etc. Most paragraphs are accurate and linked
5	A reasonably wide selection of vocabulary is used to create some effects/response in the reader and also create some different layers in meanings.	Verb and adjectival clauses used within sentences to create better description. A wider range of connectives such as 'moreover', 'therefore' and 'despite this' are used to connect clauses and sentences.	Sentences and information are grouped under topic sentences and mainly in linked paragraphs. The opening and closing of the text are linked and connectives are used to direct the reader through time, place and topic changes. Perspective of the narrator is clear and maintained.
4	Clear evidence of deliberate choices being made to create a mood or atmosphere. Mostly employs alternatives to commonly used words.	Correct tense forms of verbs are used and some variety in the length and type of sentences is evident. Some use of connectives such as 'if', 'because' and 'although' to join clauses.	Similar ideas and themes are grouped together and the beginning and ending are clearly signalled to the reader. Some use of connectives to link ideas and sections. Perspective is mostly maintained.
3	Simple vocabulary is accurately used but lacks range. Some words are deliberately used to build a mood or an effect.	Correct tenses are sometimes used when creating verbs, sentences are mostly joined by the FANBOYS (For, and, nor, but, or, yet, so). Some limited use of complex sentences.	Some efforts to organise similar ideas together. The writing is sometimes structured in a logical way however the order of events is not always clear to the reader.
2	Simple vocabulary used to describe characters, setting and emotions. Some limited variation in word choices.	Simple sentences are mostly accurately used. Most sentences are linked by 'and' and there is some variety in how sentences are started. FANBOYS used to start sentences.	The opening and closing of the text are usually clear. The events are mostly in time order (chronological) but this is not always made clear. Some effort made to use 1 st , 2 nd or 3 rd person perspective
1	Basic and simple vocabulary used which conveys a simple and literal meaning.	Minor and simple sentences are attempted – mostly with success.	Similar ideas are grouped together. Little awareness of the need for structure

Structural devices:

- Single line paragraphs
- Discourse markers
- Flashback
- Cyclical structure
- Dialogue
- Focus shifts
- Time shifts
- Contrasts

Language techniques:

- Metaphor
- Onomatopoeia
- Oxymoron
- Simile
- Senses
- Alliteration
- Personification
- Pathetic fallacy
- Sibilance
- Ambitious vocabulary

Punctuation:

- Ellipses
- Question mark
- Exclamation mark
- Semi colon
- Colon
- Brackets
- Double dashes

Sassy sentence starts:

- Adverbial starts
- Verb starts
- Subordinating conjunction starts
- Noun phrase start
- Time connective start
- Prepositional starts

Types of sentence:

- Minor
- Compound
- Complex
- Compound complex
- Declarative
- Exclamatory
- Imperative
- Interrogative





1. Key words

Monotheism: Christians in ONE God who is able to do anything. They would describe God as Trinity(God the Father, God the Son, God the Holy Spirit)

OMNIPOTENT: This means that God is seen as **ALL-POWERFUL**

OMNISCIENT: This means that God is all knowing **OMNIBENEVOLENT:**

This means that God is all-Loving **IMMANENT:** This means that God is active in the world- in the form of Jesus

TRANSCEDENT This means that God is separate from time and space

INCARNATION This means "in flesh" – God coming to earth in the form of Jesus

The Creed: Statement of Christian beliefs.

Magisterium: The Pope and Bishops who are guided by the Holy Spirit. Their main role is guide the church and interpret the Bible and the teachings of the church.

RELIGIOUS FESTIVALS: EASTER

It is the oldest Christian holiday and the most important feast of the ecclesiastical year. In fact, the dates and celebrations of the liturgical year (including all the Christian movable feasts) are arranged around the central Christian feast of Easter.

Easter Sunday starts the Easter season, marks the end of Lent and is the last day of the Holy Week which is also known as the Easter Triduum (Holy Thursday, Good Friday and Easter Sunday).

It reminds Catholics that Jesus is alive and, in our midst, and he welcomes us in a new life with him.



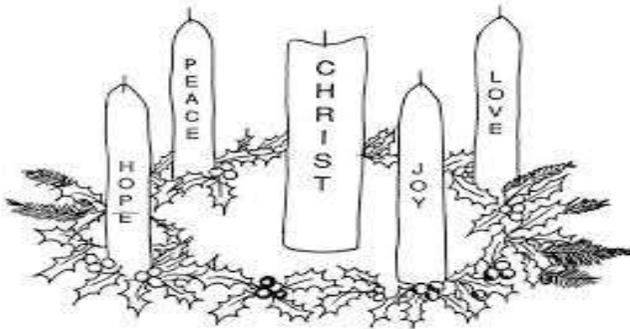


FESTIVAL: ADVENT

The Advent Season starts on the fourth Sunday before Christmas Day or the Sunday that is closest to November 30 and it ends on Christmas Eve or December 24th. If Christmas Eve falls on a Sunday, it is considered the fourth Sunday of Advent and the time after sundown is considered to be Christmas Eve.

For Catholics, Advent is a meaningful season that reminds them of the reality of Jesus Christ and that He has come, and He is present in our world and lives. The birth of Jesus is worth celebrating because it reveals His human side and is therefore an example of how we should live our own lives as his followers here on earth.

The season of Advent is the perfect reminder for us to stay focused on Jesus and remember that our earthly journey is only temporary.



FESTIVALS: CHRISTMAS

The incarnation is a Christian belief that God became a human being in Jesus (Jesus was God incarnate). The mystery of incarnation is celebrated by all Christians during the festival of Christmas. They remember the love of God for humanity by allowing his son to be born of the virgin Mary to save people from their sins.

The Christmas story also lets us see how Christ's arrival transformed the lives of the people surrounding Him. His once-a-year occasion reminds us of Jesus Christ's birth, an extraordinary event that shows us just how much God loves us. Many families gather together on Christmas day to celebrate and spend time with one another.



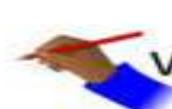
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Year 7 RE Term 3 Knowledge Organiser: Hindu beliefs about God

Brahman

- Hindus believe that there is one true God, the supreme spirit, called **Brahman**.
- Most Hindus believe that **Brahman** is present in every person.
- Hindus believe that **Brahman** contains everything: creation and destruction, male and female, good and evil, movement and stillness.
- Hindus believe that **Brahman** has many forms, which is why Hindus believe in one God and many gods and goddesses.

There are many gods and goddesses in Hinduism which each represent a different part (form) of **Brahman (God)**.

The Trimurti

- Hindus believe that there are three main features of Brahman:
 1. **Brahma** the creator
 2. **Vishnu** the preserver
 3. **Shiva** the destroyer

Brahma

Brahma is the Creator god. He has 4 heads and four arms.

Brahma created for himself a beautiful wife called **Saraswati**. He created four heads for himself so he could always gaze on her beauty. However, the other gods believed that because he created her she was his daughter not his wife. **Brahma** is often shown

- holding a spoon with holy oil accepting sacrifices; a string of beads
- counting time; a pot of water the first element of creation; and the Vedas, the Hindu holy writings.

The story of Rama and Sita

There is rejoicing in Avodhya. King Dashratha's eldest son - Rama - has married a beautiful princess - Sita. Now the old king can hand over the kingdom to his son. But there's a problem...

Dasratha's wife is the mother of his eldest child - Bharat - and she wants her son to inherit the throne. She compels **Dasratha** to exile Rama, Sita and Lakshman (Rama's brother) and make Bharat successor

Vishnu

- **Vishnu** is the Preserver god.
- He is often seen as the most important god of the **Trimurti**.
- Hindus believe that **Vishnu** has, at various times, come to Earth and taken the form of a human or animals. These are called an **Avatar**. Hindus believe that there will be ten in total, nine have already been. Two of the most important are called **Rama** and **Krishna**. The last will be **Kalki**.

Vishnu is often shown holding a lotus flower representing purity; weapons representing strength and a Conch shell for the calling people to worship.

Shiva

- **Shiva** is the destroyer god.
- **Shiva** destroys the universe making way for a period of rest and then a new universe will be created.
- **Shiva** is often shown performing the dance of death. The circle of fire represents eternity- the never-ending cycle of the universe. A flame represents the power to destroy, create and purify. A drum represents the rhythm of Life as a continuous beat. **Shiva** is also shown dancing on a demon of ignorance (a lack of understanding)

Goddesses

A goddess is a female deity/god. Hindus believe that **Brahman (God)** can also take a female form as a **goddess**. Hindu goddesses include **Saraswati**, **Lakshmi**, **Parvati**, **Durga** and **Kali**. Some people believe that a **goddess** allows women to feel more included in worship because: Women may feel represented. Women may feel **goddesses** can be a role model. Women may feel it is easier to relate to a female **goddess**.

A belief in gods and goddesses promotes equality.

Other people may say that: **Brahman** no gender. Women and men can pray and worship God regardless of whether there are gods and goddesses. Focusing on goddesses could be sexist towards men.



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Year 7 RE TERM 3 Knowledge Organiser: Rama, Sita, Diwali and Durga

Rama, Sita and Lakshman make their home in the forest. They live happily...until one day the evil god, **Ravana**, disguises himself as a deer and steals Sita away to his island kingdom of Lanka. The quick-thinking Sita leaves a trail of jewelry as she is carried away so that her husband will be able to follow her. Help for Rama arrives in the shape of the monkey-god, Hanuman. Hanuman flies through the air and finds where Sita is being held. Then he raises an army of animals who create a bridge, so that Rama can walk across the water to Lanka. A battle takes place, at the end of which Rama and Sita are reunited and return to **Avodhya** to claim their rightful inheritance.

What does the story of Rama and Sita teach Hindus?

Durga and the Buffalo Demon



This is an important Hindu story that teaches Hindus:

- That marriage is important.

To look after your husband/wife.

That good wins over evil in the end.

That jealousy and greed are not good traits.

Army of demons to the kingdom of the gods (heaven) to battle with the gods. After 100 years of battle **Mahish** and his army won and threw the gods out of heaven. The gods called upon Durga, the warrior goddess, to help them gain heaven back. Durga rode on her lion to heaven to begin battling with the demons. One by one she defeated them until she reached **Mahish**. He turned into a buffalo, a lion, then an elephant and back into a buffalo. Finally, Durga managed to slice off his head with her sword. **Mahish** had been killed – by a woman. The gods returned to their rightful place in heaven. Durga had saved the world.

What does the story of Durga teach Hindus?

This is an important Hindu story that teaches Hindus:

That Durga is a fierce and powerful goddess.

That Women can be powerful and strong.

That gods and goddesses can defeat evil to save the world.

How is Diwali celebrated?

Diwali is perhaps the most well-known of the Hindu festivals. The word Diwali means 'rows of lighted lamps'. Diwali is known as the 'festival of lights' because houses, shops and public places are decorated with small earthenware oil lamps called **divas**.

People start the new business year at Diwali, and some Hindus will say prayers to the goddess for a successful year. Lamps are lit to help Lakshmi, the goddess of wealth, find her way into people's homes. Hindus also celebrate one of the Diwali legends, which tells of the return of Rama and Sita to Rama's kingdom after fourteen years of exile.

In Britain, as in India, the festival is a time for:

- spring-cleaning the home,
- wearing new clothes
- exchanging gifts (often sweets and dried fruits) and preparing festive meals
- decorating buildings with fancy lights.
- huge firework displays often celebrate **Diwali**.

In India Hindus will leave the windows and doors of their houses open so that Lakshmi can come in.

Rangoli are drawn on the floors - rangoli are patterns and the most popular subject is the lotus flower.



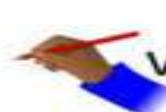
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Holi (Hinduism)

Holi is a festival celebrated in north India. It marks the coming of Spring, usually in March.

Religious story

Holi also celebrates Krishna, and the legend of Holika and Prahlad. Some believe the origin of the festival lies with Krishna who was very mischievous as a young boy and threw coloured water over the gopis (milkmaids) This developed into the practical jokes and games of Holi. The story of Prahlad is seen to symbolise good overcoming evil and is why traditionally bonfires are lit at Holi.

Prahlad was a prince. His father, the king wanted everyone in his kingdom to worship him. But Prahlad refused and worshipped Lord Vishnu instead. The king's sister Holika, who was supposed to be immune to fire, tricked her nephew Prahlad into sitting on her lap in a bonfire in order to destroy him. But because she was using her powers for evil, the plan failed and Prahlad emerged from the fire unharmed, while Holika was devoured by the flames. In some parts of India effigies of Holika are burnt on the fire. Ashes from Holi bonfires are thought to bring good luck.

Celebrations: Holi Festival. Some families hold religious ceremonies, but for many Holi is more a time for fun than religious observance. Holi is a colourful festival, with dancing, singing, and throwing of powder paint and coloured water. Bonfires are lit and roasting grains, popcorn, coconut and chickpeas are thrown on by Hindu families.

The next day, people of all ages go into the streets for fun and paint-throwing. Everyone gets involved - with no distinctions between caste, class, age or gender.

Hindus have fun by smearing each other with paint and throwing coloured water at each other, all done in a spirit of celebration.

The festival celebrates Rama's return from fourteen years of exile after the defeat of Ravana and his coronation as the rightful king. It represents the victory of dharma over a-dharma: order over chaos, light over darkness, good over evil.

Lots of lights and lamps are lit: some are set adrift on rivers and streams. Fireworks are set off, and lamps line the roofs of houses and temples. People visit each other, exchange gifts, clean and decorate houses, feast, and wear new clothes.



Figure 1 Rama and Sita





Terminology	Definition
Tableau	The theatrical technique in which actors freeze in poses that create a picture of one important moment in the play.
Mime	The art of suggesting action, character or emotion without words, using only gesture, expression and movement.
Dialogue	The exchange of spoken words between two or more characters in a scene.
Script	The written text of a play.
Devising	The creation of an original piece of theatre, using a stimulus as inspiration.
Adaptation	Using material from another artistic medium, such as a novel or a film and turning it into a piece of theatre.
Facial Expression	Using your face to show what emotions your character is feeling
Tone of Voice	Using your voice to show how your character is feeling
Body Language	Using your body and movement to communicate your character's emotions.



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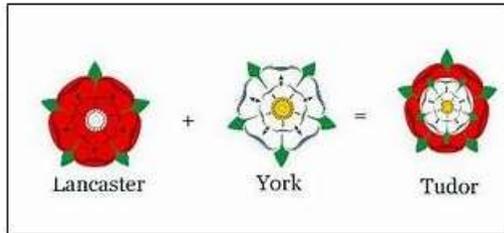
Year 7 history knowledge organiser term 5: The Middle Ages at War

Keywords and definitions	
Wars of the Roses	The Wars of the Roses were a series of bloody civil wars for the throne of England between two competing royal families: the House of York and the House of Lancaster.
Civil War	When a country fights itself.
Dynasty	A succession of powerful people from the same family.

The end of the Middle Ages or Medieval Realms, saw conflict, mystery and the birth of a new royal dynasty



Keywords and definitions	
Protector	A nobleman ruling on behalf of a young monarch until they are old enough to rule alone.
Yorkist	A supporter of the Duke of York, and later his sons, during the Wars of the Roses.
The Kingmaker	A nickname given to the Earl of Warwick during the wars of the Roses.
Tudor Rose	A white rose of York sitting within the red rose of Lancaster symbolising unity.



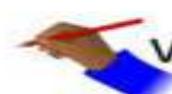
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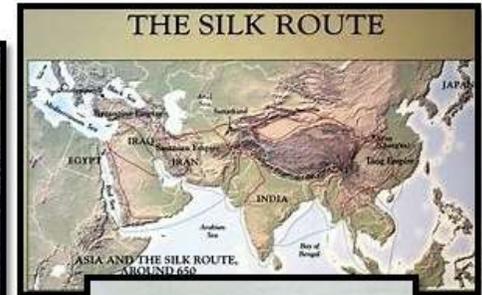
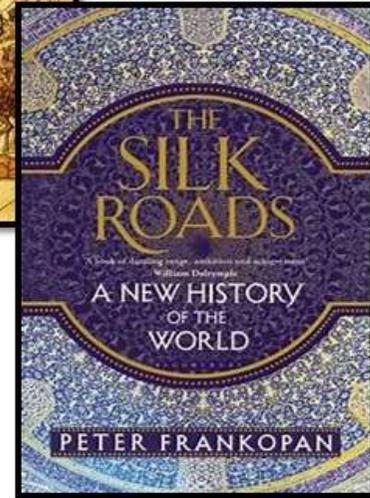


Year 7 history knowledge organiser term 6: What can 6 objects tell us about the Silk Road?

Keywords and definitions	
Silk Road	The silk road was a network of historical trade routes across Asia and Europe, connecting east Asia with the Mediterranean Sea.
Trade	Buying and selling goods
Merchant	A person or company involved in trade, especially one dealing with foreign countries or supplying goods to a particular trade.

The Silk Road was a network of trade routes connecting China and the Far East with the Middle East and Europe. Established when the Han Dynasty in China officially opened trade with the West in 130 B.C., the Silk Road routes remained in use until 1453 A.D

Keywords and definitions	
pilgrim	A person who journeys to a sacred place for religious reasons.
Camel caravan	A camel train or caravan is a series of camels carrying passengers and goods on a regular or semi-regular service between points.
Exploration	To explore or discover something





Geography - Year 7 Term 3 - Weather

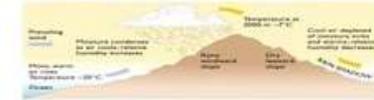
Key Terms	
Weather	The day to day conditions of the atmosphere including temperature, precipitation, pressure and wind.
Visibility	The distance that can be seen.
Temperature	A measure of how hot or cold it is.
Precipitation	Water in any form that falls to Earth. It includes rain, snow, sleet, hail and fog.
Pressure	The weight of air pressing down on the surface of the Earth.
Aspect	The direction which a slop or house faces.
Anticyclone	A weather system with high pressure at its centre that brings settled, bright and dry conditions.
Depression	A weather system with low pressure at its centre that brings cloud, wind and rain.
Climate	The average weather conditions of a place measured over a period of years.
Front	The boundary between warm and cold air.
Meteorology	The study of weather and climate.
Microclimate	The conditions of the air in a very small area.

BBC Weather symbols

	Temperature degrees above 0°C.		Sunny intervals
	Temperature below freezing		Rain
	Sunshine and expected temperatures 25° or more		Rain and sunny intervals
	Wind speed and direction		Snow
	Fog		Hail
	Fine weather clouds		Sleet
	Dull weather clouds		Thunderstorm

Types of Rainfall.

- Relief Rain.
- Where? Britain N-W mountain areas around the world.

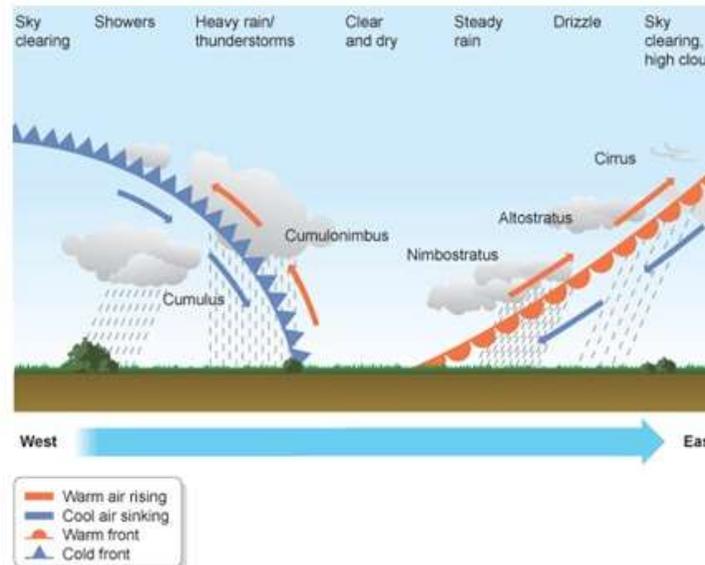


frontal rainfall

- Frontal Rain
- Across Britain
- Warm air collides with
- Cold air



- Conventional Rain
- High Temperatures
- Tropical Areas
- Barbados



Anemometer	An instrument used to measure wind speed.	
Thermometer	An instrument used to measure temperature.	
Hygrometer	An instrument used to measure humidity = the amount of water vapor in the air.	
Wind Vane	An instrument used to show the direction of the wind.	
Barometer	An instrument used to measure atmospheric pressure = high and low pressure.	
Rain Gauge	An instrument used to measure rain.	



<u>Les lieux</u>	<u>Places</u>
Où habites-tu ?	Where do you live ?
J'habite à (+ city name)	I live in (+ city name)
J'habite ...	I live...
à la campagne	in the countryside
à la montagne	in the mountains
au bord de la mer	by the seaside
dans un village	in a village
dans une ville	in a town
dans la forêt	in the forest
dans une maison	in a house
dans un appartement	in a flat
dans une ferme	on a farm
dans un château	in a castle

<u>En ville</u>	<u>In town</u>
Qu'est-ce qu'il y a dans ta ville ?	What is there in your town?
Dans ma ville, il y a	In my town there is/are
un centre commercial	a shopping centre
un centre de loisirs	a sports centre
un cinéma	a cinema
un collègue	a secondary school
une église	a church
une gare	a train station
un magasin	a shop
un musée	a museum
un parc	a park
une patinoire	an ice rink
une piscine	a swimming pool
un supermarché	a supermarket
un terrain de sport	a sports field

<u>Les opinions</u>	<u>Opinions</u>
c'est...	it is...
ce n'est pas...	it is not...
bien	good
joli	pretty
intéressant	interesting
animé	lively
grand	big
petit	small



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TERM 3

barbant
tranquille

boring
peaceful

<u>Activités en ville</u>	<u>Activities in town</u>
visiter le parc	to visit the park
visiter le musée	to visit the museum
acheter des vêtements	to buy clothes
acheter des bonbons	to buy sweets
regarder un film	to watch a film
regarder un match de foot	to watch a football match
pique-niquer	to have a picnic
jouer au foot	to play football
jouer au tennis	to play tennis
manger une pizza	to eat a pizza
manger une glace	to eat an ice cream

<u>Habiter</u>	<u>To live</u>	<u>Acheter</u>	<u>To buy</u>
j'habite	I live	j'achète	I buy
tu habites	you (1 pers) live	tu achètes	you (1 pers) buy
il / elle habite	he/she lives	il / elle achète	he / she buys
nous habitons	we live	nous achetons	we buy
vous habitez	you (all) live	vous achetez	you (all) buy
ils / elles habitent	they live	ils / elles achètent	they buy

<u>Manger</u>	<u>To eat</u>	<u>Regarder</u>	<u>To watch</u>
je mange	I eat	je regarde	I watch
tu manges	you (1 pers) eat	tu regardes	you (1 pers) watch
il / elle mange	he / she eats	il / elle regarde	he / she watches
nous mangeons	we eat	nous regardons	we watch
vous mangez	you (all) eat	vous regardez	you (all) watch
ils / elles mangent	they eat	ils / elles regardent	they watch

J'habite dans <u>une petite ville</u> avec ma <u>famille</u> .	I live in <u>a small town</u> with my <u>family</u> .
Dans ma ville, il y a <u>un cinéma</u> et <u>une piscine</u> mais il n'y a pas de <u>patinoire</u> .	In my town, there is <u>a cinema</u> and <u>a swimming-pool</u> but there are no <u>ice rink</u> .
Dans ma ville, il y a <u>un magasin</u> où j' <u>achète</u> des vêtements.	In my town, there is <u>a shop</u> where I <u>buy</u> some clothes.



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Year 7 Music Term 3 – Ukulele Skills

- Keywords:
- Chord
 - Ukulele
 - Guitar
 - Ensemble
 - Rhythm
 - Beat
 - Tempo
 - Melody
 - Tune
 - Major
 - Minor
 - Electric
 - Acoustic
 - Notation

Musical Symbols/Pictures:

Name	Symbol	Rest	
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

Flat Sharp

Music Resources you can use at home:

- Soundtrap
- Soundation
- Musictheory.net
- Kahoot Quizzes
- Quizlet Quizzes
- Practice using YouTube

Basic 5-Line Chromatic Staff

C C# D D# E F F# G G# A A# B C
 Db Eb Fb Ab Bb

Want to learn an instrument? We do instrumental lessons and clubs at SJF! Ask Mrs Harmson for more information

D# E C# D# G# A# F# G# B#
 C D E F G A B C

Most Common Chords

By the end of this unit, you will have learnt how to play chords and melodies on the ukulele, using one, two, three and four finger chords and becoming quicker at playing songs over time. You will learn to play songs from a variety of genres.





HEAD

- BEGIN TO UNDERSTAND IMPORTANCE OF STRATEGY AND TACTICS
- DEMONSTRATE A BASIC KNOWLEDGE OF GAME RULES AND RECOGNISES ERRORS DURING A GAME
- SHOW A DEVELOPING ABILITY TO READ THE GAME AND MOVE INTO THE NECESSARY SPACE TO REPLICATE A CHOSEN SKILL
- CAN RESPOND TO CHANGING SITUATIONS BY CHANGING AND REFINING SHOT SELECTION

HEART (RESILIENCE)

- I HAVE WORKED INDIVIDUALLY AND AS A PAIR IN SINGLES AND DOUBLES MATCHES THIS TERM
- I HAVE SHOWED GOOD RESILIENCE WHEN I HAVE BEEN LOSING IN A MATCH
- I HAVE SHOWN RESILIENCE WHEN WORKING WITH MY PARTNER IN DOUBLES THIS TERM
- I HAVE SHOWN GOOD RESILIENCE WHEN I HAVE PLAYED SINGLES MATCHES THIS TERM

HANDS

- DEMONSTRATE SMALL MOVEMENTS TO MEET THE BALL
- I CAN HOLD THE RACKET USING THE CORRECT GRIP CONSISTENTLY
- USE BASIC TECHNIQUES IN A CONTROLLED SITUATION AND WILL USE A PREFERRED SKILL FOR A MAJORITY OF ALL SHOTS
- CAN HOLD A BASIC RALLY WITH AN OPPONENT IN A CONTROLLED SITUATION



Year 7 Tennis



St John Fisher
Catholic High School



Forehand

Take the racquet back

Ready position

Body facing opponent

Wide stance

Knees slightly bent

Weight on to balls of the feet

Finish the shot with the racquet over the shoulder

Swing the racquet from low to high as you step in to the shot

Backhand

Ready position

Step in to the shot

0.53

Make a smooth connection as you bring the racquet through

Take the racquet back early





HEAD

- To understand and appreciate the need to make decisions about refinement of technique after each throw
- To understand the components of fitness involved in each discipline
- To understand the rules in regards to various different events
- To plan tactical and strategic ideas within different events

HEART (RESILIENCE)

- I have worked individually and as part of a group this term.
- I have showed good resilience in a range of athletic activities, including both track and field events.
- I have shown good resilience when working individually and as a part of a team across a range of field and track events this term.
- I have pushed my body and challenged myself to improve across a range of athletic events.

HANDS

- To accurately replicate the technique for an effective throw
- To understand the rules regarding take off and landing.
- To replicate the correct posture, arm action and leg action
- To perform a longer distance run refining ability to sustain pace.

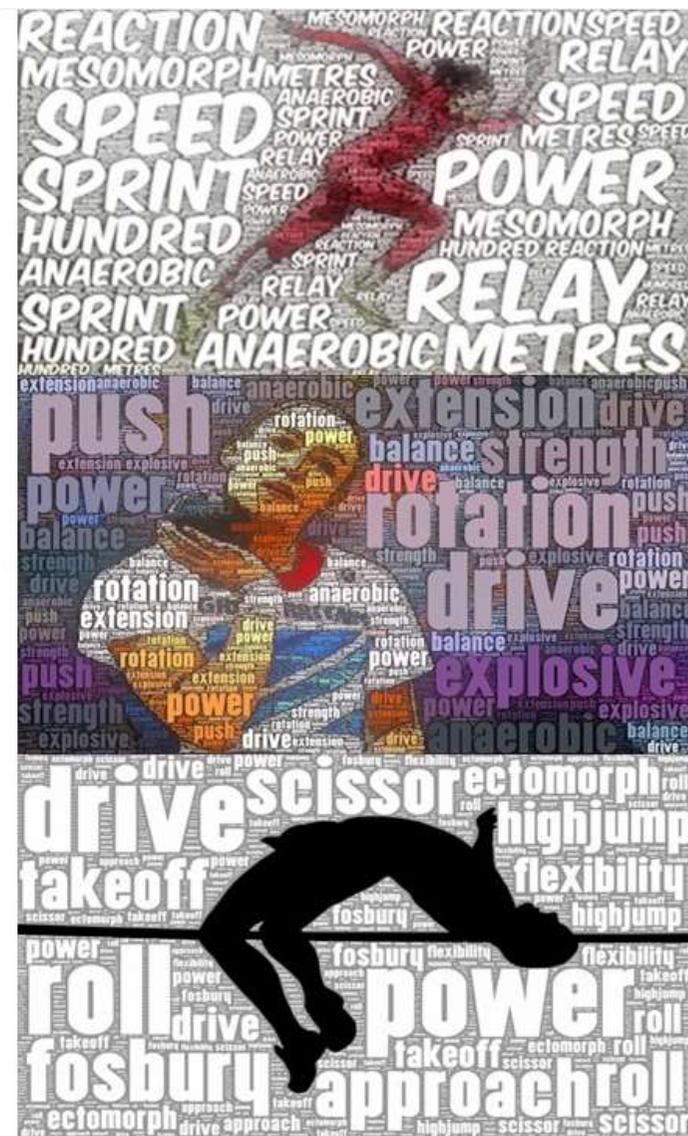


Year 7 Athletics



St John Fisher
Catholic High School

	Women						Men					
	Time	Date	Age (yrs)	In days	Last 4 yrs vs WR		Time	Date	Age (yrs)	In days	Last 4 yrs vs WR	
100	10.49	16-Jul-88	25.47	9303	1.43%		9.58	16-Aug-09	4.39	1602	0%	
Short Hurdles	12.21	20-Aug-88	25.37	9268	0.57%		12.8	07-Sep-12	1.33	484	0%	
200	21.34	29-Sep-88	25.26	9228	1.87%		19.19	20-Aug-09	4.38	1598	0%	
400	47.6	06-Oct-85	28.25	10317	2.58%		43.18	26-Aug-99	14.36	5245	1.32%	
400H	52.34	08-Aug-03	10.41	3802	0.15%		46.78	06-Aug-92	21.41	7821	1.00%	
800	1:53.28	26-Jul-83	30.44	11120	0.64%		01:40.9	09-Aug-12	1.40	513	0%	
1,500	3:50.46	11-Sep-93	20.31	7420	2.64%		03:26.0	14-Jul-98	15.48	5653	1.59%	
5,000	14:11.15	06-Jun-08	5.58	2038	0.00%		12:37.35	31-May-04	9.60	3505	1.69%	
10,000	29:31.78	08-Sep-93	20.32	7423	1.24%		26:17.53	26-Aug-05	8.36	3053	0.54%	
Marathon	2:15.25	13-Apr-03	10.73	3919	3.21%		2:03.23	29-Sep-13	0.27	97	0%	
Shot put	22.63	07-Jun-87	26.58	9708	6.89%		23.12	20-May-90	23.63	8630	3.07%	
Discus	76.8	09-Jul-88	25.49	9310	11.60%		74.08	06-Jun-86	27.58	10074	2.97%	
Long Jump	7.52	11-Jun-88	25.57	9338	5.15%		8.95	30-Aug-91	22.35	8163	2.35%	
High Jump	2.09	30-Aug-87	26.35	9624	0.48%		2.45	27-Jul-93	20.44	7466	2.86%	
			21.87		2.75%				12.50		1.24%	





HEAD

I EXPLAIN HOW MY PERFORMANCES ARE SIMILAR TO AND DIFFERENT FROM OTHERS

I KNOW THE A FEW BASIC RULES TO PLAY THE GAME.

I CAN EXPLAIN THE FITNESS REQUIREMENTS FOR ROUNDERS.

I CAN COMMENT ON SKILLS, TECHNIQUES AND SET TARGETS TO IMPROVE PERFORMANCE.

HEART (RESILIENCE)

I KEEP GOING AND TRY MY BEST TO OVERCOME ERRORS AND MISTAKES.

I HAVE SHOWED GOOD RESILIENCE WHEN PLAYING AS A TEAM.

I HAVE BEEN RESILIENT WHEN BATTING IN A GAME.

TO SHOW PATIENCE AND RESILIENCE WHEN FIELDING IN ROUNDERS.

HANDS

I CAN THROW AND CATCH WITH SOME SUCCESS OVER SHORT DISTANCES.

I CAN FIELD THE BALL OVER A SHORT DISTANCE AND I CAN DEMONSTRATE A GOOD GRIP AND STANCE WHEN BATTING.

I HAVE SOME SUCCESS WHEN HITTING THE BALL

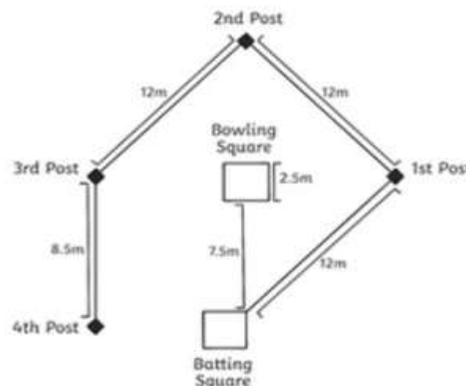
I CAN BOWL THE BALL WITH ACCURACY ON A CONSISTENT BASIS.



Year 7 Rounders



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Catholic High School



Sideways on
Feet shoulder width apart
Knees bent



Batting arm straight back
Bat up at 90 degrees to arm



Transfer weight from back to front foot
Follow through in direction you want the ball to go



Technique

Basic

Grip ball with index/middle finger and thumb

2 steps in to bowl
Bent knees

Advanced

Change pace of bowl
Change angle of bowl
Add spin to bowl
Donkey drop



Scoring

- 1 rounder if 4th Post reached and touched before next ball is bowled.
- 1 rounder if 4th Post reached on no ball (you cannot be caught out).
- 1/2 rounder if 4th Post reached without hitting the ball.
- 1/2 rounder if 2nd Post reached after hitting the ball (you stay at 1st whilst ball is in the backward area).
- Penalty 1/2 rounder for an obstruction by a fielder.
- Penalty 1/2 rounder for 2 consecutive no balls (to the same batter).
- 1 rounder for a backward hit if 4th Post reached (you stay at 1st whilst ball is in the backward area).



look



say



cover



write



check



HEAD

I HAVE LIMITED KNOWLEDGE OF THE RULES OF THE GAME BUT I UNDERSTAND I NEED TO MOVE FORWARD IN ATTACK AND BACKWARDS TOWARDS THE GOAL IN DEFENCE

I EXPLAIN HOW MY PERFORMANCES ARE SIMILAR TO AND DIFFERENT FROM OTHERS

I CAN USE FEEDBACK TO IMPROVE MY PERFORMANCE

I HAVE A GOOD UNDERSTANDING OF ATTACK AND DEFENSIVE PRINCIPLES AND I CAN DEMONSTRATE KNOWLEDGE OF THE RULES AND TACTICS

HEART (TEAM WORK)

I HAVE SUCCESSFULLY WORKED HARD IN MY LESSONS WORKING WITH PEOPLE WHO I DON'T USUALLY WORK WITH

I HAVE LED A PART OF A WARM UP AT THE START OF THE LESSON WHICH MY TEAM HAS TAKEN PART IN

I HAVE SUCCESSFULLY SET UP A DRILL WITH MY TEAM WHICH WE HAVE USED WITHIN THE LESSON

I HAVE TAKEN PART IN VARIOUS ROLES WITHIN A GAME SITUATION TO BENEFIT MY TEAM

HANDS

I CAN USE A VARIETY OF PASSES IN WITH SOME SUCCESS

I CAN USE LIMITED PARTS OF MY BODY TO CONTROL THE BALL

I CAN DRIBBLE THE BALL BUT WITH LITTLE ACCURACY AND CONSISTENCY

I CAN APPLY BASIC PASSING, RECEIVING AND DRIBBLING SKILLS, ALTHOUGH IN A GAME SITUATION AND CAN BEAT AN OPPONENT



Year 7 Football



St John Fisher
Catholic High School



Football Key Skills

Dribbling

Dribbling allows you to move the ball around the field without losing possession. Keep the ball close to your feet at all times, when running with it. Use the inside of your foot to control the ball when moving. Don't look down when running with the ball. Keep your head up.

Passing

Non-kicking foot is closest to the ball. Kicking foot needs to be at the right angle to the ball. Body over the ball. Eyes focused on the ball and arms are used for balance.

Shooting

Non kicking foot needs to be next to the ball and player needs to keep their body balanced with their head slightly over the top of the ball. Contact the ball either with the side of the foot (placement of ball) top of the foot (to generate power) Both legs need to be flexed but when striking the ball, kicking foot needs to be fully extended on the follow through. For accuracy, aim between the goalkeeper and the posts.

Heading

The forehead is used to contact the ball. Eye must be focused on the ball. Meet the ball your head by moving your feet or jumping to gain the extra height. Do not wait for the ball to hit your forehead.

Chest

Used when the ball is played in the air, to bring it down on the floor. Player needs to align himself with the ball. Roll their shoulders back to create a bigger surface to control the ball bend your knees to get the ball onto the floor.



look



say



cover



write

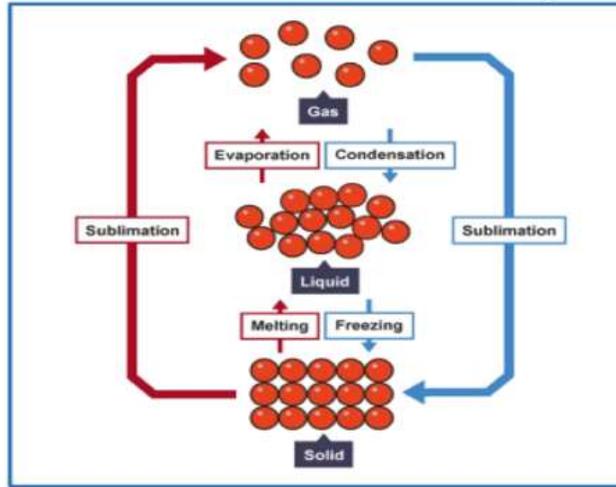


check



'Matter and Energy'

Keyword	Definition
Particle	The general term for a small piece of matter.
State of Matter	The distinct forms in which matter can exist (solid, liquid, gas)
Solid	A substance with a fixed shape and volume.
Liquid	A substance with a fixed volume but not a fixed shape.
Gas	A substance that does not have a fixed shape or volume.
Change of State	The change of a substance from one physical form to another.
Melting	The change of state when a solid changes to a liquid.
Freezing	The change of state when a liquid changes to a solid.
Condensing	The change of state when a gas changes to a liquid.
Evaporation	The change of state when a liquid changes to a gas.
Density	The amount of mass that 1cm ³ of a substance has.
Density (formula)	Density = mass ÷ volume $p = m \div v$
Dense	Something which is heavy for its volume.



Forces between particles:

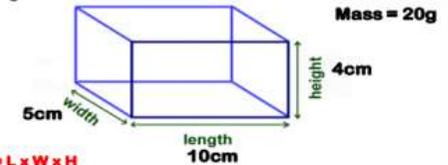
Solid: There are strong forces of attraction between the particles in a solid. Therefore, particles can only vibrate in a fixed position.

Liquid: There are weaker forces of attraction between the particles in a liquid. Therefore, the particles are close together, and are able to move around each other.

Gas: The forces of attraction between the particles are overcome. Therefore, the particles are far apart and move quickly in all directions.

Solid	Liquid	Gas
The particles vibrate in a fixed position.	The particles are close together and move around each other.	The particles are far apart and move quickly in all directions.
The particles cannot move from place to place.	The particles are arranged in a random position.	The particles are arranged in a random way.
Particles have a fixed shape and cannot flow.	The particles flow and take the shape of the bottom of their container.	The particles flow and completely fill their container.
The particles cannot be compressed (squashed)	The particles cannot be compressed.	The particles can easily be compressed.

Calculating Volume:



Volume = L x W x H
Volume = 10cm x 5cm x 4cm
Volume = 200cm³.

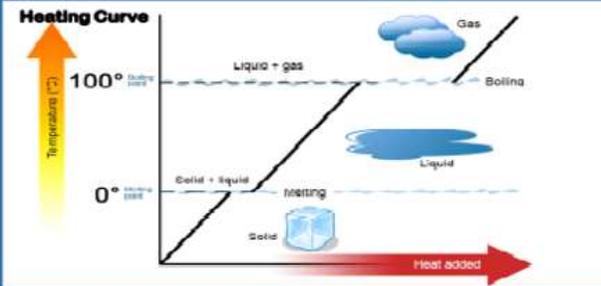
Calculating Density:
Density = Mass ÷ Volume
Density = 20g ÷ 200cm³
Density = 0.1g/cm³

Density:
1kg of a gas has a larger volume than 1kg of a solid. There is empty space between particles in a gas, but in a solid, they're tightly packed together.

Further Reading:

<https://www.bbc.com/bitesize/guides/z2wmxnb/revision/1>

<https://www.bbc.com/bitesize/articles/zqpv7p3>





'Matter and Energy'

Keyword	Definition
Endothermic	Reactions that take in heat
Exothermic	Reactions that give out heat
Oxidation	Reaction of other elements with oxygen
Combustion	Burning fuel in oxygen
Thermal Decomposition	When a substance is broken down into 2 or more products by heat
Reactivity series	List of metals in order of reactivity
Displacement	A more reactive metal will displace a less reactive metal from its compound
Catalyst	A substance that increases the rate of a reaction but is not itself used up.
Polymer	Long chain molecules made up of many monomers.
Fuel	Contain hydrocarbons – compounds containing hydrogen and carbon atoms only.
Activation Energy	The minimum amount of energy that colliding particles must have for them to react

Endothermic Reactions
In an endothermic reaction, thermal energy is taken in from the surroundings, therefore there is a temperature decrease. Thermal decomposition is an example.

Exothermic Reactions
In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase. Combustion, oxidation and neutralisation reactions are all examples.

Catalysts

A catalyst is a substance that:

- Speeds up the rate of a chemical reaction
- Does not alter the products of the reaction
- Is unchanged chemically and in mass at the end of the reaction.

Thermal Decomposition

Some compounds break down when heated, forming two or more products from one reactants.

Many metal carbonates can break down easily when it is heated:
Copper Carbonate → Copper Oxide + Carbon Dioxide

Copper carbonate is green, copper oxide is black. We can test for carbon dioxide using limewater. Limewater is colourless, but turns cloudy when carbon dioxide is bubbled through it.

Combustion
Combustion is another name for burning. It is an example of an exothermic reaction. There are two types of combustion – complete combustion and incomplete combustion.

Complete Combustion
Coal, oil and gas are fuels. They contain hydrocarbons (compounds of hydrogen and carbon atoms only). When these fuels burn, it reacts with oxygen in the air to produce carbon dioxide and water vapour.
Fuel + Oxygen → Carbon Dioxide + Water

Incomplete Combustion
If there is not enough oxygen in the air for complete combustion, incomplete combustion will happen instead. This time either carbon monoxide is produced (a toxic gas which can lead to death) or carbon is produced (appears as soot and smoke which can cause breathing problems).
Fuel + Oxygen → Carbon Monoxide + Water
Fuel + Oxygen → Carbon + Water

Reactivity Series

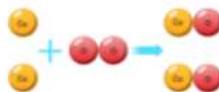
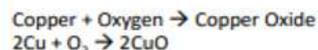
Some metals are very unreactive. This means they don't take part in chemical reactions. For example platinum. Some metals are very reactive and they take part in chemical reactions easily to form new substances.



Oxidation Reactions

In an oxidation reaction, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions.

Metals react with oxygen in the air to produce metal oxides. For example, copper reacts with oxygen to produce copper oxide when it is heated in the air.



Further Reading:

- <https://www.bbc.com/bitesize/guides/zqd2mp3/revision/3>
- <https://www.bbc.com/bitesize/articles/zcwxcj6>
- <https://www.bbc.com/bitesize/guides/zqd2mp3/revision/5>
- <https://www.bbc.com/bitesize/guides/zqd2mp3/revision/6>

Displacement Reactions

Displacement reactions involve a metal and a compound of a different metal. In displacement reactions, a more reactive metal will displace a less reactive metal from its compound.



Magnesium is more reactive than copper, so it displaces (pushes out) the copper within the compound.



Maths – Chapter 8: Probability

Aim of study:

To be able to figure out and comment on the probability of things happening.

What will students learn:

- To be able to use data to estimate probabilities.
- To be able to use data to calculate equally likely events.
- To understand when two events cannot happen at the same time.

What skills will be developed:

SAMPLE SPACE FOR A PAIR OF DICE

	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12



Key words:

Certain: It must happen with absolutely no chance of it not.
 Even chance: As likely to happen as not.
 Bias: all possibilities are not all equally likely.

Assessments with dates:

Support/Challenge:

Textbook - pages 178-179 for revision materials.
 Doodle – Search the **key words**.
 Numeracy ninjas – Free online resource.



Maths – Chapter 9: Measures and Accuracy

Aim of study:

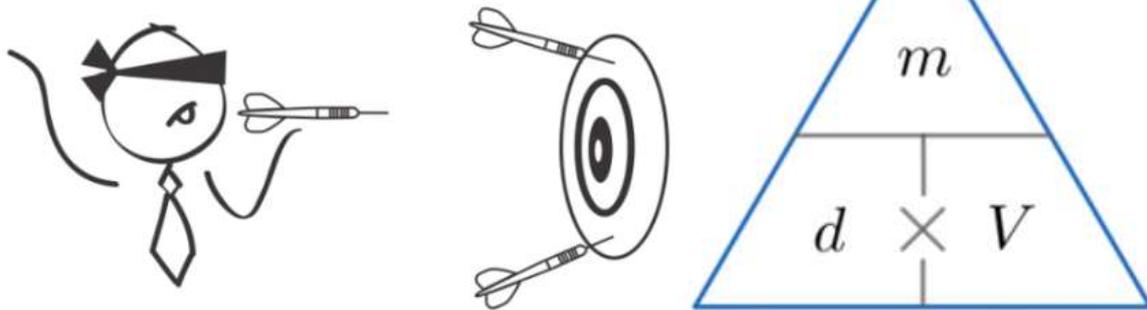
To be able to accurately measure various concepts involving real life mathematics.

What will students learn:

- To be able to round numbers and measure to a good level of accuracy.
- To be able to approximate numbers to allow estimates.
- To understand standard lengths for mass/volume/time.

What skills will be developed:

The fine art of guessing



Key words:

Mass: a measure of the amount of matter in an object.

Speed: A measure of the distance travelled by an object in a certain time.

Accuracy: How close a measured or calculated quantity is to the exact value.

Assessments with dates:

Support/Challenge:

Textbook - pages 196-197 for revision materials.

Doddle – Search the **key words**.

Numeracy ninjas – Free online resource.



Maths – Chapter 10: Equations and Inequalities

Aim of study:

To be able to solve simple linear equations.
 To be able to solve quadratic equations through factorisation.
 To understand the process solving simultaneous equations.

What will students learn:

- To be able to round numbers and measure to a good level of accuracy.
- To be able to approximate numbers to allow estimates.
- To understand standard lengths for mass/volume/time.

What skills will be developed:

Key words:

Quadratic: An equation with a “squared” symbol in it.
 Inequality: Two things that are not equal.
 Solve: to figure out what the value of a letter is.

Assessments with dates:

Support/Challenge:

Textbook - pages 222-223 for revision materials.
 Doodle – Search the **key words**.
 Numeracy ninjas – Free online resource.



Maths – Chapter 11: Circles and constructions

Aim of study:

To understand the purpose and incredible uses that circles have in the modern world.

What will students learn:

To be able to identify and apply circle formulae.

To be able to construct triangles.

To understand the methods of construction using rulers and pencils.

What skills will be developed:

Circle Theorems

- The angle in a semi-circle is 90° . Look out for a diameter.
- Angles at the circumference are equal. They must come from the same arc.
- The angle at the centre is twice the angle at the circumference. They must come from the same arc.
- Cyclic Quadrilateral: Opposite angles add up to 180° .
- The angle between a tangent and a radius is 90° . Look out for radii.
- Alternate Segment Theorem: equal angles.
- From any point you can only draw two tangents... and they'll be equal.

Key words:

Diameter: A straight line joining two points and passes through the centre of a circle.

Tangent: a line that touches the circle at only one point.

Assessments with dates:

Support/Challenge:

Textbook - pages 246-247 for revision materials.

Doddle – Search the **key words**.

Numeracy ninjas – Free online resource.

